DOCUMENT RESUME

ED 178 435 SO 012 099

TITLE	Selected Bibliography of Arab Educational Materials Vol. 2, No. 1, 1977.
INSTITUTION	Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-77-59246/1
PUB DATE	79
NOTE	183p.; Not available in paper copy from EDRS due to poor reproducibility of original document; For a related document, see ED 159 127
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Arabs; Art Education; *Comparative Education; Curriculum Development; *Developing Nations; Early Childhood Education; Educational Needs; Educational Objectives; Educational Practice; Elementary Secondary Education; Higher Education; Illiteracy; Language Instruction; Mathematics Education; *Non Western Civilization; Special Education; Teaching Methods; Vocational Education; Womens Education

ABSTRACT

A total of 176 English language notations of books, articles, and government publications about education in 11 Arab countries are contained in this bibliography. Drawing from materials published in 1977, the bibliography examines education for all age groups and ability levels in Egypt, Bahrain, Iraq, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, Sudan, Syria, and Yemen. The material is presented under 62 headings, including aims of studying in Arab countries, art education, curriculum development, education and economic development, educational experimentation, illiteracy, mathematics, guidance and counseling, rural education, teacher training, and women. Lists of items by country, authors, and sources conclude the document. (KC)

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SELECTED BIBLIOGRAPHY Of ARAB EDUCATIONAL MATERIALS
Vol. 2, No. : 1, 1977

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Prepared Under the Special Foreign Currency Program of the U.S Office of Education, Department of Health, Education and Welfare and Published Pursuant to an Agreement with the National Science Foundation, Washington, D C. by the Al-Ahram Center for Scientific Translations.

Cairo, Egypt

1979

SELECTED BIBLIOGRAPHY OF ARAB EDUCATIONAL MATERIALS

Vol. 2, No. 1, 1977

Compiled by The Agency of Educational Documentation and Information
Cairo
1979

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ABILITIES
Development
Iraq

1. Ja'far, Nuri, "Mental Abilities; Their Nature and Development", (Al-Qudraat Al-'Aqliyyah; Tabi'atiha Wa-Tatawwuraha), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No.: 17, 1977, pp.: 9 - 14.

Beginning his article, the writer reviewed the different points of view in interpreting the concept of mental abilities and their nature, both from a theoretical and a practicad aspect.

Dealing with talents, which are common in all individuals, the writer explained the role of scholastic education through the various school subjects in developing and training talents. As an example, he cited mathematics which help in training memory and sharpening the talent of thinking, thus one remembers dates of historical events and memorizes figures. He added that talents are interrelated and developed by application of the principls of transfer of training, well known in educational psychology.

The writer went on to discuss heredity and social environment, showing how they influence the individual's mental abilities. Differences of opinion, he added, are effective in developing these abilities.

In conclusion, the writer said that mental abilities between individuals differ and vary, even in the same society and even in the different societies. This is a natural outcome of the differences in living conditions and educational standards between individuals.

ADMINISTRATION AND SCHOOL
Iraq

2. "Democracy in School Administration", (Al-Dimoqratiyyah fil-Idarah Al-Madrasiyyah), "Al-Ishraf Al-Tarbawi", (Educational Supervision), Iraq, Issue No.: 9, (May 1977), pp.: 39 - 44.

After stating that the industrial revolution has given rise to the era of administrators, the writer explained the meaning of administration in general and educational administration in particular.

Reviewing the responsibilities of a school administrator in running and organizing his school, the writer said there are two types of school administration, namely, a despotic and a democratic administration.

Towards the realization of a democratic administration in Iraqi schools, the writer explained the policies to be adopted in dealing with the teaching body and pupils.

Concluding his article, the writer mentioned the qualities of a successful democratic administrator, talking in particular on the administrative and social qualities.

ADULT EDUCATION
Arab Countries

3. Saber, Muhyeddine, "Cultural Challenges to Adult Education", (Al-Tahaddiyyaat Al-Hadariyyah Li-Ta'leem Al-Kibaar), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 14th Year, Issue No: 8, (January 1977), pp: 83 - 89.

The writer began his article with a description of the nature of our contemporary civilization and showed how it had been influenced by the scientific and technological revolution.

He went on to say that education, academic qualification and training have had their bearing on the progress of developing countries, both socially and economically.

After pointing to the impact of scientific and technological progress on uniform educational systems in the world, the writer moved to the problem of adult education and explained its concept and the challenges faced by it.

Talking on adult education in the Arab World, the writer described the extent of interest shown by Islam in education.

Concluding his article, he enumerated the challenges to adult education, saying in particular that the social and legal status of this type of education is still unclear. Development of adult education, he added, is not the product of any collective endeavour since no organized efforts are exerted in this field. The writer added, very little research work has been undertaken in the field of adult education, although the results of such research are needed for throwing light on the psychology, abilities, trends and teaching methods of adults.

Bahrain

4. 'Abbas, Mohamed, "Status of Literacy Programmes and Adult Education in the State of Bahrain 1976/77", (Waqi'Baramij Mahwu Al-Ummiyyah Wa-Ta'leem Al-Kibaar fi Dawlat Al-Bahrain 1976/77), Manama, Ministry of Education, 1977, 26 pages + appendices.

The introduction to this booklet indicates Bahrain's endeavours for developing adult education and fighting illiteracy. It also mentions the reasons which called for the preparation of this booklet.

A review is then made of the history and development of the national efforts exerted for combating illiteracy and of the facts about illiteracy in Bahrain as reflected in the official figures.

The booklet gave statistics on the total number of illiterates in Bahrain, distributed according to populated regions, sex and classification and age of students.

It also reviewed the facts about the literacy programme, mentioning the date on which the State launched its official campaign in 1976/77 as to the number of students of both sexes, the number of literacy centers and classes and the number of registered students in the various populated regions, together with an indication of the aims of the schooling, its duration, plan, text books and teachers. Here, the booklet mentions the number of teachers and their qualifications, the methods of inspection and evaluation and the educational aids used, with an emphasis on educational television programmes.

The booklet, further, reviewed the examination results in literacy classes during the same year (1976/77) and indicated the rates and causes of dropouts among both sexes and the obstacles to education whether in the teaching process or in the administration or in the students themselves, with due reference to the social, economic, educational and other aspects involved.

The data contained in the booklet were then consolidated in the form of gross figures and an organizational chart showing the set-up of the Administration of Fighting Illiteracy and Adult Education.

The booklet described Bahrain's plans to develop its literacy campaign and indicated its aims, contemplated steps and time-table laid for its development from 1975/76 through 1979/80.

In the first appendix a review is given of the activities of the Ministry of Education in teaching adults. It shows the scope and aims of this education and the programmes laid down for teaching English to adults as from 1976/77. Enumerating the various centers created by the Ministry, the booklet mentioned the centers of home economics for women which were opened in the same year 1976/77, the centers of musical education for adults (1977/78), the evening centers of vocational training for adults and holders of the primary certificate, and the training centers for clerical work (1973). In this connnection, the appendix gave the necessary figures tabulated according to centers, type of taining offered, number of beneficiary students, teaching plans and text books.

Statistical tables are contained in the second appendix showing the percentage of graduates from the literacy centers and the total number of illiterates among the population in 1974, 1975/76 and 1976/77.

Iraq

5. Al-Ghannam, Mohamed Ahmed, "New Strategy for Fighting Illiteracy among Adults in Iraq", (Al-Istratiji'yyah Al-Jadidah Li-Mahwu Ummiyyat Al-Kibar fil-'Iraq), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No.: 17, (1977), p.: 50.

After defining strategy in a general sense, the writer moved to the problem of illiteracy eradication among adults in Arab Countries in general and Iraq in particular, explaining the various policies adopted by each Arab country in this respect.

Reviewing Iraqi endeavours in the field of literacy programmes, the writer mentioned the various Statutes issued for fighting illiteracy, namely, Statute No. 2 of 1972 and Laq No. 142 of 1974. He also related the suggestions put forward by the National Committee on the Eradication of Illiteracy in Iraq and the proposed alternatives for the quantitative plan for fighting illiteracy devised pursuant to the Law of July 1975.

Concluding his article, the writer made some comments and remarks on the report of the National Committee.

Accomplishments
Jordan

6. Al-Jundi, 'Musa, "Jordan and Adult Education in 1975/76", (Al-Urdun Wa-Ta'leem Al-Kibaar khilal 'Aaam 1975/76), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 14th Year, Issue No.: 8, (January 1977), pp.: 155 - 159.

Following a review of the effects of illiteracy on the progress of individual and social development in Arab Countries, the report enumerated the projects and accomplishments of the Jordanian Ministry of Education in combatting illiteracy and educating adults since 1968, supporting this talk with the necessary figures which reflect the progress in the number of students and in literacy centers.

The report then reviewed the accomplishments of the Division of Adult Education in Jordan in collaboration with the Arab Agency for Fighting Illiteracy and Educating Adults in the fields of writing text books in the Arabic language, general knowledge and arithmatics and in fabricating educational aids for adults.

Commenting on a training visit by Jordanian teachers of illiterates to the Arab Republic of Egypt, The report indicated the new experiences acquired in this respect.

Reviewing the major obstacles to adult education in Jordan, the report mentioned, in particular, the lack of incentives, the comparatively short term of training sessions provided for adult education instructors and the inadequate material and human possibilities.

The report ended with a review of the requirements devised by the Division of Adult Education for promoting work in the field of teaching adults and eradicating illiteracy.

ARABIC LANGUAGE
Legislations

Iraq

7. The Iraqi Republic, Legislations, Laws, Regulations ... etc., "Law No.: 64 of 1977 in Connection with the Preservation of the National Language", (Al-Qanun Raqm 64 Li-Sanat 1977 bishaan Al-Hifaaz 'ala Salamat Al-Lughah Al-Qawmiyyah), "Al-Tawtheep Al-Tarbawi", (Educational Documentation), Iraq, 5th year, Issue No.: 18, (1977), pp.: 44 - 46.

Thirteen articles are contained in this Law.

Article 1 specifies the Ministries and bodies which are committed to preserve the Arabic language and use it in all its documents and dealings as an official language.

The second article defines the duties of educational institutions towards Arabic in all stages of education.

Duties of publication and information institutions in this respect and defined in Article 3, while Article 4 lists the documents and records which are required to be written in Arabic.

Articles 5 and 6 defined the language to be used in writing commercial particulars and trade marks, while the seventh article prescribed the procedure to be followed as regards foreign terms.

The eighth article described the measures to be taken by the various Ministries in order to preserve the Arabic Language.

Article 9 stresses the role of the Iraqi Academy in coining technical and scientific terms.

The tenth article is concerned with the status of the Province of Kurdistan.

Penalties applicable against any offenders are specified in Article 11 while Articles 12 and 13 are concerned with the implementation and enforcement of this Law.

Teaching Methods
Arab Countries

8. "Panel on Facilitating Arabic language Teaching", (Nadwat Tayseer Ta'leem Al-Lughah Al-'Arabiyyah), Algiers, June 28-July 1, 1976, "Panel's Activities and Recommendations", (A'maal Wa-Tawsiyyat Al-Nudwah), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 4th Year, Issue No.: 8, (January 1977), pp.: 125 - 133.

After listing the Arab countries and organizations which took part in this Panel, a review was made of the speech delivered by the Director of the Cultural Department of the Arab League Educational, Scientific and Cultural Organization (ALESCO). In his speech, the Director outlined the discussions of Arabic Language Academies on simplifying Arabic language teaching and referred to the proposed Arab Agency which would unify and pool all Arab efforts aimed at spreading Arabic language and culture outside the Arab World, saying this Agency is most vital.

Recommendations adopted by the Panel are then reviewed. These deal with the need for Arab faculties, universities and schools to observe and use those scientific terms and other expressions approved by Arabic Language Academies. Ordinary conversations should also observe these expressions.

Other recommendations deal with children's library, class library, compilation of an Arabic schoo dictionary, use of easy and correct language and bans of any colloquial language in any mass media.

A special recommendation deals with the teaching of Arabic grammar through extensive use of citations from the Holy Quraan and the Prophet's Sayings, describing the relative teaching methods and ALESCO's role in this respect.

Primary Stage
Iraq

9. Ibrahim, Fathi 'Ali, "Vocabulary of Words Popularly Used by Pupils in the Early Years of the Primary Stage of Education and the Evaluation of Certain Fields of Language Teaching in its Light", (Al-Kalimaat Al-Shaai'ah fi Kalaam Talameez Al-Sufuf Al-Ula min Al-Marhalah Al-Ibtidaiyyah Wa-Taqweem ba'd Majalaat Tadrees Al-Lughah fi Dawiyha", (Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No.: 17, pp. 27 - 43.

In this article the writer made a survey of the vocabulary of words and sentences most commonly used by children in the early years of the primary education.

Following an introduction in which he underlined the importance of language as a facility by which the primary school could perform its numerous functions, the writer said that languages provide the child with the basic skills for conversation, reading and writing.

The writer went on to discuss the curriculum of Arabic in the primary stage of education, mentioning the sections to which it is sub-divided and giving the considerations taken into account in such subdivision.

The writer then reviewed the vocabulary of words popularly used by children in the early years of the primary stage in their daily conversation, mentioning the phrases and sentence constructions most popularly used by them in this stage.

Explaining the aims sought from this survey, the writer said that his results would be used to evaluate certain aspects of language teaching in these school years, following which he reported his results supported by statistical data and figures. Tests used for reaching these results about popular words and sentence constructions used by children in their conversation were described by the writer.

On the basis of his results, the writer commented on the text books used in these school years and made an evaluation of them as to the words and sentences used in them.

Concluding his survey, the writer reported his recommendations about the modern trends in language teaching, the significance of the child's language environment, the existing relation between language and thinking, the text books used in language teaching and the children's dictionaries.

ARABIC LANGUAGE TEACHERS
Training
Arab Countries

10. "Panel of Experts and Officials for Discussing Methods Whereby the Training of Arabic Language Teachers in the Arab Fatherland May be Improved". (Nudwat Khubaraa Wa-Masouleen Li-Bahth Wasaiyl Li-Tatweer I'dad Mu'allimi Al-Lughah Al-'Arabiyyah fil-Watan Al-'Arabi), Riyadh, March 5 -10, 1977, "Activities and Recommendations", (A'maal Wa-Tawsiyaat), Riyadh, Department of Education, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 349 pages.

This document contains a review of the Panel's aims, agenda and general principles and trends adopted by it.

It also contains the recommendations approved by the Panel regarding the academic, cultural and education training of Arabic language teachers.

Other recommendations deal with the system of admission in teacher training colleges, on-job training and the establishment of a center for developing Arabic teaching in all Arab Countries. The functions and responsibilities of this center are clearly defined.

Papers and studies submitted to the Panel by representatives of Arab Countries are reviewed in the document.

Appendices attached to the document list representatives of Arab states and bodies, review the discussions which took place, reproduce the text of speeches delivered at the inaugural and closing sessions and describe the activities of the Joint Preparatory Committee.

11. Seifi, Mahmoud Isma'il, "Linguistic and Academic Preparation of Arabic Language Teachers", (Al-I'dad Al-Lughawi Wal-'Ilmi Li-Mu'allimi Al-Lughah Al-'Arabiyyah), in: Panel Comprising Experts and Officials for Discussing the Means for Developing the Training of Arabic Language Teachers in the Arab Fatherland, Riyadh, March 5 -10, 1977, "Activities and Recommendations", (A'maal Wa-Tawsiyyat), Cairo, Department of Education, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, pp. 239 - 247.

In an introduction to his paper, the writer spoke of the phenomenon of low standard of Arabic language among some teachers and students at all levels in the Arab Homeland. After mentioning the reasons for such phenomenon, the writer emphasized the need for linguistic training on modern language devices, both in theory and in practice, in all university Departments responsible for graduating teachers of Arabic.

Dealing with some historical trends in studying classical Arabic heritage, the writer warned against excessive interest in studying ancient languages, saying that archaic languages are not fit for our contemporary life. It is therefore necessary, he said, to reconsider the present methods of presenting and studying Arabic heritage.

As a solution for this problem, the writer called for training Arabic language teachers on the modern methods of linguistic sciences, coupled with a modern study of some Arabic language branch. The writer, further, emphasized the verbal aspect of languages, saying that spoken language skills are important in Arabic teaching. These include pronunciation, sound and accents.

12. Kaheel, Ahmed Hassan, "How to Give Arabic Language Teacher Proper Training Insuring his Success in Performing his Mission", (Kayfa Nu'idd Mudarres Al-Lughah Al-'Arabiyyah I'dadan Yumakkinuhu min Al-Najah fi Risalatihi?), in: Panel Comprising Experts and Officials for Discussing the Means for Developing the Training of Arabic Language Teachers in the Arab Fatherland, Riyadh, March 5 -10, 1977, "Activities and Recommendations", (A'maal Wa-Tawsiyaat), Cairo, Department of Education, Arab League Educational, Scientific and Cultural Organization, (ALESCO), (1977), pp.: 263 - 272.

The writer of this paper made a review of the level of Arabic language and indicated the role of a teacher in promoting it.

Commenting on the faculties and institutes from which Arabic language teachers in preparatory and secondary schools graduate, the writer described their training methods and criticised the present system of education in most of these faculties, signalling out their inadequacies and weaknesses.

Talking on the proper procedure for training Arabic language teachers, the writer said that such training should start before reaching the stage of theacher training faculties and institutes.

Candidate for admission in these faculties and institutes should be carefully selected after fulfilling the requirements for admission. Material and academic incentives should be used to encourage bright students to join the profession of teaching.

The writer then proposed a programme for these colleges and advanced some recommendations designed for developing the teaching of Arabic in general education stages. He devised some solutions to the problems facing the system of education and pointed to the manner in which these solutions could be made known to all those concerned.

The Sudan

13. Khair, Mohamed Al-Hassan, 'Osman Mohamed, "Practical Training of Arabic Language Teachers", (Al-Tadreeb Al-'Amali Li-Mudarrisi Al-Lughah Al-'Arabiyyah), in: Panel Comprising Experts and Officials for Discussing the Means for Developing the Training of Arabic Language Teachers in the Arab Fatherland, Riyadh, March 5- 10, 1977, "Activities and Recommendations", (A'maal Wa-Tawsiyyat), Cairo, Department of Education, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, pp.: 193 - 197.

At the beginning of his paper the writer indicated the importance of the practical aspect of the accomplishments of teachers in general and Arabic language teachers in particular.

The writer went on to mention the required characteristics in a teacher and the abilities he should possess in order to insure the proper performance of his duties.

Dealing with the methods whereby knowledge and information could be communicated to the pupil, the writer mentioned the systematic method and explained the attitude of training teachers towards new ones. In this connection, the writer reviewed the experiment undertaken by the Institute of Education in Bakht Al-Reda, the Sudan, mentioning the gradual stages of training followed by the Institute.

Here, the writer explained the function of guidance, criticism, the role of the supervising teacher in practical education and the methods of follw-up, adding the teachers completing their theoretical studies should be given adequate training time for perfecting their performance.

ART EDUCATION
Primary Schools

14. Qashlan, Mamdouh, "Directives for the Teaching of Art in the Primary Stage", (Tawjihaat Khassah Bi-Tadrees Al-Tarbiyah Al-Fanniyyah Lil-Marhalah Al-Ibtidaiyyah), "Al-Mu'allim Al-Arabi", (The Arab Teacher), Syria, 30th Year, Issue No 4, (April 1977), pp.: 288 - 293 .

The writer began his article with an explanation of the philosophy of art education and proceeded to a review of the developments through which this type of education has passed during the Twentieth Century, defining what art education means to a child in the primary stage.

Explaining the requirements for art education in the primary stage, the writer said that children should be able to perceive the nature of art and, on their part, teachers should be familiar with the child's stages of growth and the factors influencing the child in these stages.

He emphasized the teacher's role in comprehending the aims of the educational process, stressing that a teacher should familiarize himself with the aims of art education, the contents of curricula and the manner in which these contents are translated into artistic shapes and forms.

The writer went on to explain the meaning of a teaching plan, saying that through such a plan, a teacher can select the type of experience most suitable for the pupils in his class. Practice is most vital in art education, the writer said, adding that children should be encouraged to make good use of their creative power in developing their immagination and creativeness.

Concluding his article, the writer called upon art teachers to provide some space on the classroom's walls for displaying children's art work.

Teaching
Saudi Arabia

15. Fahimuddin, Mohamed Yasin, "Integrative Curriculum for Art Education; Teaching Methods for Training Primary Stage Teachers in Saudi Arabia", (Minhaj Mutakamil Lil-Tarbiyah Al-Fanniyyah Wa-Wasaiyl Ta'leemiha Li-I'dad Mu'allim Al-Marhalah Al-Ibtidaiyyah Bil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah), Cairo, Faculty of Art Education, Helwan University, 1977, 303 pages + 4 in English.

- Dissertation submitted to the Faculty of Art Education, Helwan University for obtaining the degree of M.A. in Art Education.

This dissertation consists of three parts subdivided into eleven chapters.

Part 1, which comprises the first three chapters, states the problem at hand and describes its background as well as the writer's aims, methods, presuppositions and scope of research.

It also describes the methods of teacher training in the past and present and reviews Saudi Arabia's social, economic and educational life.

The second part, containing the five subsequent chapters, deals with teacher training institutes. It explains their aims, the conditions of admission applicable to students applying for admission in these institutes and the methods whereby teachers are professionally trained.

The same part deals with the aims of art education, the teaching methods in practice in Saudi schools and the methods of teaching art.

Part 3, which comprises the last three chapters, deals with the criterion for evaluating curriculum and reviews curricula of art education in the teacher training colleges of the Hashemite Kingdom of Jordan, the State of Qatar, the Arab Republic of Egypt and the Kingdom of Saudi Arabia.

The last chapter of this Part is devoted by the writer to an explanation of the proposed curriculum of art education for Saudi teacher training colleges. He also described the process whereby the succeeded in devising this proposed curriculum.

The writer's recommendations are listed in his conclusion. These call for training students on developing a task for appreciating artistic heritage and creative art work and shapes. He also called for stimulating the creative inclinations in students, providing the library with reproductions of children's paintings and organizing training sessions for old teachers of art.

The dissertation ended with a bibliographical list of Arabic and foreign references consulted in the preparation of his material and with an outline of the thesis in Arabic and English.

ART EXHIBITIONS
Primary Schools
Iraq

16. Al-'Allaf, Sajedah Khalil, "Suggestions for Developing Art Exhibitions in Primary Schools", (Muqtarahaat Li-Tatweer Al-Ma'arid Al-Fanniyyah Lil-Madares Al-Ibtidaiyyah), "Al-Ishraf Al-Tarbawi", (Educational Supervision), Iraq, Issue No.: 9, (May 1977), pp. 56 - 58.

As explained in her introduction, the writer was on an inspection (supervisory) visit to the schools in the Governorate of Nineveh in Iraq, where she visited art exhibitions and came out with a set of suggestions listed in her article.

The writer went on to review a special form prepared for the benefit of inspectors containing the points to be emphasized in inspection. These include the manner in which art work is displayed, the diversification of art products and themes, the extent of dependence on local raw material, the need for encouraging collective work and the importance of ascertaining that the displayed art work is the product of the pupils themselves.

She emphasized that winning school boys and girls should be awarded prizes in kind.

The article ended with an appendix containing the form used by judges in evaluating plastic art exhibitions in the various provinces.

AUDIO-VISUAL AIDS
Iraq

17. Hamad, Ibrahim 'Abdul Qadir, "Use of Still Pictures in Teaching", (Al-Suwar Al-Thabitah fil-Tadrees), "Al-Mu'allim Al-Jadeed", (The New Teacher), Iraq, 39th Year, Issue No.1, (June 1977), pp. 34 - 37.

Dealing with still pictures, the writer began his article with a review of the advantages both to pupils and to teachers of this educational device. He then described the numerous types of still pictures, mentioning the most important among them and indicated the manner in which they are displayed and the respective fields in which each type is used. A brief description of the manner in which still pictures are maintained is also given.

Discussing the educational principles involved in the use of still pictures, the writer emphasized that display should be accompained by a review of the pertinent data, commentaries and explanations, indicating to what extent these accompanying explanations are beneficial to pupils.

Concluding his article, the writer advanced some suggestions and advices to teachers about the shapes, colours and sizes most suitable for each stage of education and each age group.

Jordan

18. Al-Rusan, Faruq, "Educational Television; Can it Contribute towards the Solution of some Educational Problems in Jordan?", (Al-Television Al-Ta'leemi; Hall Yumkin an Yusahim fi Hall ba'd Al-Mushkilaat Al-Ta'leemiyyah fil-Urdun?), "Risalat Al-Mu'allim", (The Teacher's Mission), 20th Year, Issue No.2, (April - June 1977), pp. 45 - 49.

After reviewing the problems from which education in Jordan is suffering and which require new educational approaches to overcome them, the writer reviewed the history of educational television in Jordan and described the programmes produced for the benefit of secondary school pupils.

The writer went on to comment on the techniques involved in the production of television programmes and showed their bearing on the pupil's academic achievement. He then described the field visits organized by educational television and reviewed the comprehensive questionnaire circulated among school principals, teachers and pupils to explore their views on the traditional system of education and the system of education through television.

The writer's conclusions and suggestions dealt with the possibility of so orienting educational television programmes as to contribute towards finding solutions for some of Jordan's educational problems. The writer also described the manner in which this could be put into effect.

The Sudan

19. "The Cinema's Role in Eradicating Illiteracy", (Dawr Al-Cinema fi Mahw Al-Ummiyyah), "Al-Tawtheeq Al-Tarbawi" magazine (Educational Documentation Magazine), The Sudan, 10th year, Issue No. 40, (March 1977), pp. 47 - 54.

Following a review of the political, economic, social and technological developments and how they reflected on the problem of illiteracy and after indicating the importance of education in the building up of a social man, the article gave the meaning of alphabetical illiteracy as distinguished from cultural illiteracy.

The writer went on to indicate the cinema's role in people's life since 1915 and showed its value as a cultural and training tool in World War I. He also showed how schools increasingly utilized cinema films in education following World War II and pointed to the advantages of cinema films as a media of education. The writer also showed how films ensure the success of literacy campaigns.

In conclusion, the article stressed the importance of inter-Arab collaboration and coordination in the production of educational films suitable for adult education, adding that such collaboration would be instrumental in cutting down the costs of such films.

CENTER FOR EDUCATION STATISTICS
Organization
Saudi Arabia

20. Saudi Arabia, Ministry of Education, Center of Statistical Data and Educational Documentation, "Report on the Center", (Taqreer 'an Al-Markaz), Riyadh, 1977, 25 pages.

- Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

The report began with a description of the developments undergone by the Center of Statistical Data and Educational Documentation eversince 1373 A.H. (1973) when the Saudi Ministry of Education was established and until Safar 2, 1995 A.H.(1975) when the Center's name was changed to its present one by means of a Ministerial Resolution.

The report then dealt with the Center's aims, functions and budget and reviewed the functions and accomplishments of each of its departments, namely: the Department of Statistics, the Department of Statistical Studies, the Educational Documentation Library, the Department of Translation and Arabization and the Department of Educational Documentation.

It, further, indicated the relations standing between the Center and other Centers of Documentation and Data Institutions.

In conclusion, the report dealt with the problems faced by the Center and described the methods utilized for overcoming them.

CIVICS
Curricula
Arab Countries

21. Karim, Shehab Ahmed, "Civics", (Al-Tarbiyah Al-Wasmiyyah), "Al-Ishraf Al-Tarbawi", (Educational Supervision), Iraq, Issue No. 7, (March 1977), pp. 39 - 44.

Following an introduction on the necessity of studying the curricula of civics, the writer reviewed the various elements which comprise the subject of Arab civics, mentioning the bases for conducting a thorough study of such curricula in Arab countries.

In particular, the writer dealt with the human, spiritual, democratic, socialist and revolutionary principles, explaining how a successful study of each of these principles may be undertaken.

Here, the writer indicated the need for introducing changes in the curricula and teaching methods in order that more comprehensive knowledge of both Arab and world cultures may be acquired. He emphasised the importance of inculcating spiritual, democratic and socialist values in the pupils, reflecting on their behaviour and actions in school.

In conclusion, the writer stressed the need for acquiring first hand knowledge of the environment in which pupils live and for comparing the facts about such environment with those in other communities. Any revolt against prevaling conditions depends heavily on the facts of the environment so acquired, the writer added.

COMPULSORY EDUCATION

Iraq

22. Iraqi Republic, Legislations, Laws, Regulations ...etc., "Law of Compulsory Education No. 118 of 1976", "Al-Tawtheeq Al-Tarbawi", (Educational Documentation - Iraq), 5th Year, Issue No. 18, (1977), pp. 38 - 42.

This Law consists of eighteen articles, the first of which deals with free compulsory education, indicates the age at which education becomes compulsory and determines the obligations of both the State and parents in ensuring such compulsion.

Article 2 determines the Ministry of Education's responsibility in laying down the policy for primary education and mentions the bodies which collaborate with the Ministry in this respect.

The third article describes the role of the local administrative bodies in providing the material and human possibilities required for the implementation of compulsory educational plans in the primary stage.

The third article describes the role of the local administrative bodies in providing the material and human possibilities required for the implementation of compulsory educational plans in the primary stage.

Articles 4 and 5 indicate the means for financing primary education and providing the necessary school buildings.

The sixth article defines the aims contemplated from the studies and research conducted on compulsory education and describes the Ministry's role in promoting such studies.

Article 7 and 8 indicate the method by which pupils under compulsory age may be kept track of and explains the duty of primary schools in keeping track of any pupil who fail to register.

The ninth article describes the Ministry's role in extending education to the handicapped, while Article 10 specifies the academic year in which the system of compulsory education is put into effect throughout the country.

Article 11 sets forth the criteria for implementing compulsory education prior to the year scheduled for commencing this type of education in certain regions of the country.

The twelfth, thirteenth, fourteenth and fifteenth articles specify the attitude a school should take vis-a-vis retarded pupils, prescribe the penalties applicable to delinquents, enumerate the cases for exemption from such penalties and define the role of the Ministries of Education, Labour and Social Affairs and Justice in ensuring that compulsory education is effectively carried out and penalties applied against contravenors.

Article 17 sets forth the rules for putting this Law into effect, while the eighteenth and last article provides for its publication in the Official Gazette and its subsequent implementation.

CONTINUOUS EDUCATION
Syrian Arab Republic

23. Jayyed, Ali, "Continuous Education as Inspired by the Modern Tends in Contemporary Education", (Al-Tarbiyah Al-Mustamirah Bi-Ruh Al-Tajdeed Al-Tarbawi Al-Mu'asir), "Al-Mu'allim Al-'Arabi", (The Arab Teacher), Syria, 30th Year, Issue No. 4, (April 1977), pp. 283 - 287.

After stating that traditional education is inadequate to keep pace with the rapid changes taking place in the fourth quarter of the Twentieth Century, the writer pointed to the importance of continuous education, explained its meaning, described the development undergone by it and indicated the differences between this type of education and traditional education, lying mainly in the former's comprehensiveness and continuity.

Enumerating the features of continuous education, the writer mentioned its continuity throughout one's life, its concern with the individual, its unification of the different aspects of education and the fact that the society with all its institutions is interested in this type of education.

The writer went on to explain the relation between continuous education on the one hand and the educational policy and the educating and educated society on the other, explaining, as well, how it relates to adult education and indicating what is meant by adult education.

The writer, further, explained the importance of continuous education, saying it is a badly needed type of education towards the success of which the State bears responsibility.

Concluding his article, the writer called for giving the necessary financial and technological backing to continuous education.

A bibliographical list of Arabic and foreign references consulted by the writer is appended to the article.

CURRICULA

Committees

Egypt and The Sudan

24. Saleh, Ne'mat Taha, "Recommendations of the Joint Curricula Committees between the Democratic Republic of the Sudan and the Arab Republic of Egypt", (Tawsiyaat Lijaan Al-Manahij Al-Mushtarakah bayna Jumhuriyyatai Al-Sudan Al-Dimoqratiyyah Wa-Misr Al-'Arabiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 10th Year, Issue No. 11, (June 1977), pp. 47 - 54.

After pointing to the results of the joint political action and economic integration between the Democratic Republic of the Sudan and the Arab Republic of Egypt, The writer reported the directives issued by the Supreme Ministerial Joint Committee in its third meeting and by its Sub-committees on the broadlines and general bases for using uniform appellations in describing educational stages and curricula.

The writer went on to review the activities of the Sub-committees during their session between April 23 and 28, 1977 and the recommendations adopted by them on the uniform appellation of educational stages, the general aims of education, the respective aims of each educational stage, the basis for unifying curricula and educational plans and, lastly, the recommendations dealing with educational evaluation.

Concluding her article, the writer reviewed the recommendations relating to the unified curricula of basic school subjects.

Guides
Bahrain

25. Hafez, Ibrahim, "Guide to the Development of School Curricula in Bahrain; Organization, Principles and Accomplishments", (Dalil Tatweer Al-Manahij Al-Diraiyyah fil-Bahrain; Al-Tanzeem Wal-Usus Wal-Injazaat), Manamah, Directorate of Educational Curricula, Text Books and Aids, Ministry of Education, 1977, 65 pages.

The report is divided into two principal parts.

The first part deals with the Directorate of Educational Curricula, Text Books and Aids, its functions and its place in the new administrative constitution of the Iraqi Ministry of Education effected in 1975. It also reviews the development plan approved by the Committee of Education, the recommendations of the Higher Committee for Curricula, the functions of each educational committee and the names of their respective members and the training sessions and Conferences and other symposia in which the Directorate took part. The report's first part dealt, as well, with the bases for developing school curricula.

Part 2 reviewed the developments introduced in each of the different school subjects and the changes made in the organization of each stage of education. These changes were elaborated in each seperate stage as to curricula, text books, educational aids, symposia and the experiments undertaken in each stage.

The report further pointed to the various studies completed by the Directorate, then gave a number of tables demonstrating each respective point contained in the report.

Primary Schools
Saudi Arabia

26. Saudi Arabia, Ministry of Education, Center of Statistical Data and Educational Documentation, "Curricula of the Primary Stage in Girls Schools for the Years 1382, 1386/87 and 1388 A.H.", (Minhaj Al-Marhalah Al-Ibtidaiyyah Li-Madares Al-Banat Lil-Sanawaat 1382, 1386/87 and 1388 A.H.), General Directorate for Women Education, Riyadh, 1397 A.H. (1977 A.D.), 93 pages.

The aim of this study, as is demonstrated in its introduction is to indicate the developments which have taken place in the primary school curricula for girls through reviewing the three curricula laid down since 1382 A.H. and up to 1388 A.H.

The text of the study is arranged in the form of tables for the sake of easy comparison between the three curricula and the various school subjects taught in each year.

This facilitates comparison between the courses taught in the past and the developed courses being taught, since the 1388 A.H. curricula is still in force.

The tables contain gross and detailed figures showing the distribution of school subjects in addition to detailed information on each school subject including religion, Arabic, social sciences, public hygiene, decoration, needle work, art education, home economics and women education.

EDUCATION
Saudi Arabia

27. Saudi Arabia, Ministry of Education, Administration of Education in the Region of Riyadh, "Annual Report of the Administration of Education in the Region of Riyadh for the Year 1395/96 A.H.", (Al-Taqreer Al-Sanawi Li-Idarat Al-Ta'leem Bi-Mantiqat Al-Riyadh 'Aamm 1395 - 1396 A.H.), Riyadh, 1397 A.H. (1977), 101 pages.

Following an introduction on the significance of this Report and on the important developments and various activities in the field of education in the region of Riyadh in 1395/96 A.H., the Report was divided into two principal parts.

Part 1 is concerned with the functions and responsibilities of the Administration of Education in the region of Riyadh, reviews the results of examinations in Riyadh as compared to those of the country at large and gives an account of the Administration's plans in 1395/96 A.H. which included the issuance of new regulations governing examinations and student care during summer vacations.

The second part of the Report deals with the achievements accomplished by the Administration of Education in Riyadh in the same year. It reviews the achievements made by the administrative divisions reporting to the Director of Education and by the various branches and divisions reporting to the Director of Administrative Affairs.

A number of statistical tables are also contained in the Report. These indicate the developments in the fields of education in the year under review as compared with the figures of previous years.

Accomplishments
Iraq

28. The Iraqi Republic, Ministry of Education, Directorate-General for Educational Planning, "Fifth Year of the Directorate-General For Educational Planning Covering the Period March 1976 through March 1977", (Al-'Aam Al-Khamis Lil-Mudiriyyah Al-'Aammah Lil-Takhteet Al-Tarbawi Lil-Fatrah min Mares 1976 ila Mares 1977), "Report on the Directorate's Accomplishments", (Taqreer 'an Injazaat Al-Mudiriyyah), Baghdad, Follow-up and Evaluation Section, 1977, 118 pages.

Following an outline on the history and development of the Directorate-General for Educational Planning in Iraq during the last five years and since its creation in March 1972, the Report reviewed some of the Directorate's tasks and explained the efforts exerted for undertaking these tasks.

The report went on to review the number and academic qualifications of the Directorate's manpower as well as the machineries and equipment at its disposal.

A review is also made of the important activities and accomplishments of the Directorate-General with its various sections, the technical committees in which it took part and the studies and research work undertaken by it.

Efforts and activities carried out by the units of planning and follow-up in the different Directorates of Education in the Governorates of Iraq during the fifth year of their establishment are also reviewed.

As a last item in the Report, a bibliographical list of all studies, research papers and reports released by the Directorate-General in 5 years was given.

29. 'Abdul Razek, Khalil Ibrahim, "The President of the Republic Talks on the Ministry of Education's Important Accomplishments", (Hadeeth Raees Al-Jumhuriyyah 'an Ahamm Al-Munjizaat allati Qamat biha Wizarat Al-Tarbiyah), "Al-Mu'allim Al-Jadeed", (The New Teacher), Iraq, 39th Year, Issue No. 1, (June 1977), pp. 2 - 3.

Addressing a large meeting attended by the Minister of Education, the responsible figures in the political party's organizations and the delegations of education, the Iraqi President of the Republic stressed the importance of the educational process and pointed to its role in Iraq's political and economic structure and the role played by human forces to effect the necessary changes in the educational structure.

Emphasizing the responsibilities of the Ministry of Education and its agencies in bringing about this change, the President said that the features of any change should be so defined as to correspond to the concepts and philosophies of the Iraqi Revolution.

He went on to say that all energies should be exploited and all modern educational techniques should be utilized until Iraq reaches an education system which would realize the Revolution's ambitions in building the edifice of a unified socialist democratic society. Here, he cited the role of experts and men with long experience in education in backing all efforts exerted for ensuring the continued development of education in its broadest and deepest sense.

The President then gave a detailed report on the most outstanding accomplishments by the Ministry of Education in the fields of primary, secondary and vocational education and in supervision, training, curricula, educational aids and examinations.

Aims
Iraq

30. Farah, Elias, "Education in Al-Ba'th's Spectrum", (Al-Tarbiyah fi Manzur Al-Ba'th), "Al-Mu'allim Al-Jadeed", (The New Teacher), Iraq, 39th Year, Issue No. 1, (June 1977), pp. 9 - 28.

-Text of a lecture delivered at the opening session of the Cultural Season of the Iraqi Society for Educational and Psychological Sciences on March 5, 1977.

At the beginning of his lecture, the speaker explained the meaning of the lively interaction between the interval components of the educational system and how this relates to the country's national renaissance. In this connection, he mentioned the vital task of the educational process, pointing to its role in directing the movement of evolution towards the realization of the targets set for this historical interval, both at national and at Arab levels.

Dealing with the principal sources from which the educational process draws, as such is viewed in Al-Ba'th's spectrum, the lecturer mentioned Iraq's national heritage, Arab revolutionary ideology, the revolutionary movement in the Arab World and the progressive movement in the world.

Reviewing the stages of development of this new educational philosophy in Iraq, the speaker mentioned in particular the present-day view that the process of education is the basis for any educational revolution in the Arab Fatherland.

Arabization
Iraq

31. Khalil, Sami Ahmad, "Arabization of University Education and its Advantages", (Ta'reeb Al-Ta'leem Al-Jami'i Wa-Fawaiduhu), "Al-Bahth Al-Jadeed", (New Research), Iraq, 4th Year, Issue No.3, (June 1977), pp. 39 - 40.

After expressing his support to the Iraqi revolutionary leadership for its attitude towards education, the writer divulged the role it had played to offset imperialist plans aimed at undermining the Arabic language.

Explaining that this attitude reflects a feeling of pride in the national language, uplifts the cultural and academic standard in the Arab Fatherland and realizes the unity of thought among Arab peoples, the writer said the Arabization of university education (which means that sciences would be taught in Arabic rather than in foreign languages) would result in a much higher standard of culture and sciences in the Arab Fatherland and pave the road to the unity of culture and thought. Using Arabic on university campus is a spectacular event, the writer said.

Concluding his article, the writer said that the success of the Arabization experiment tends to make Arab masses take pride in their nationalistic characteristics.

Development
Arab Countries

32. El-Kousi, 'Abdul 'Aziz, "Analytical Study of the Educational Development in Arab Countries", (Dirasah Tahliliyyah 'an Al-Tatawwur Al-Tarbawi fil-Aqtaar Al-'Arabiyyah), Ciro, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 128 pages.

In his introduction, the writer explained that the writing of this book was made possible only through heavy reliance on the educational reports released by Arab Countries and his participation on behalf of the Ministry of Education in UNESCO's educational conferences.

Following a general survey of the problems from which Arab Countries are suffering and the extent of progress they have achieved in the field of education during the last thirty years, the writer divided his book into sixteen chapters.

Chapter 1 contains a historical background on the development of education in Arab Countries.

The second chapter deals with the demographic, economic and social conditions in the Arab Fatherland.

Chapter 3 reviews the educational ladder in the Arab Fatherland while the fourth chapter indicates the progress in the number of registered pupils in Arab schools.

Chapter 5 deals with evaluation and examinations while the sixth chapter is concerned with the subject of expenditure on education in Arab Countries.

The seventh chapter deals with educational proficiencies and the eighth with educational legislations in Arab Countries.

School buildings and organization are dealt with in Chapters 9 and 10 while educational research in Arab Countries is reviewed in Chapter 11.

The twelfth chapter indicates the significance of educational planning in Arab Countries and the thirteeth shows the techniques of educational modernization.

Chapters 14 and 15 indicate the methods for realizing democracy of education and laying down a strategy for Arab education.

The last chapter contains a number of tables showing the progresss of education in Arab Countries.

33. League of Arab States, Arab League Educational, Scientific and Cultural Organization (ALESCO), Committee on Devising a Strategy for the Development of Education in Arab Countries, "Strategy for The Development of Arab Education; Concise Report", (Istratijiyyat Tatweer Al-Tarbiyyah Al-'Arabiyyah; Al-Taqreer Al-Mujmal), Cairo, 1977, 186 pages.

In a report by which the Director General of the Arab League Educational, Scientific and Cultural Organization introduced this document, he related the circumstances which gave rise to the Committee on Devising a Strategy for the Development of Education in Arab Countries, explained the tasks assigned to it and the policy it pursued and talked on the importance of strategy to education.

The text of the document itself falls into four chapters.

Chapter 1 indicates the importance of change and explains the obstacles faced by the Committee and the possibilities available at its hand. Strategy is defined and an attempt is made at explaining to what extent strategy is needed for the development of Arab education.

The second chapter deals with Arab society in the past and present and reviews the pertinent facts about Arab education, its trends and problems and the factors influencing school education.

In Chapter 3, a review is made of the principles on which the proposed strategy is built and the elements involved therein.

The document ends with Chapter 4. Here, the means for implementing this strategy and the machineries and institutions carrying the onus of this implementation are explained.

34. Al-Qasim, Badi' Mahmoud, "Educational Renovation; Features and Major Trends in Iraq", (Al-Tajdeed Al-Tarbawi; Ma'alimuhu Wa-Abraz Ittijahatihi fil-'Iraq), "Al-Mu'allim Al-Jadeed", (The New Teacher), Iraq, 39th Year, Issue No. 1, (June 1977), pp. 93 - 99.

After identifying educational renovation as to its concepts, conditions, aims, different forms and influencing factors, the writer reviewed the features of educational renovation in Iraq in both the administrative and the productive sectors, in the fields of educational experimentation, practice and research and in curricula and teaching methods. In this connection, the writer cited modern mathematics, sciences and English language as examples of the movement of educational renovation in Iraq.

In reviewing vivid examples of the educational renovation projects which are still in the stage of preparation and planning, the writer mentioned some obstacles which stand in the way of these projects and advanced suggestions for their confrontation and eventual solution.

35. 'Abdul Razek, Khalil Ibrahim, "Minister of Education Talks on the Development of Education", (Hadeeth Wazir Al-Tarbiyah 'an Tatawwur Al-Tarbiyah Wal-Ta'leem), "Al-Mu'allim Al-Jadeed", (The New Teacher), Iraq, 39th Year, (June 1977), pp. 4 - 8.

Addressing a meeting on educational matters, The Minister of Education said that leadership in education should take active interest in all education activities and give the necessary directives for their development in all institutions and educational programmes.

According to the Minister, three elements determine the success of the educational process. The first element is educational supervision. Here, the Minister pointed to the important role played by educational supervisors in national, patriotic and ethical orientation, apart from their function in spervising the practical and academic aspects of education. It is a duty of the supervisor to ensure that his directives and instructions are carried out, the Minister added.

The second element is school administration. Stressing the need for a new outlook to school administration, the Minister pointed to the sound bases for the proper administration of schools, academically, culturally and educationally, adding that schools should at all times maintain very close ties with the environment, community and family. Here, the Minister mentioned the objective bases and criteria for the success of a school in performing its educational function.

Moving to the third element, the Minister singled out the school teacher, indicated his function and stressed the need for selecting experienced teachers with strong personalities to pursue the educational mission.

Concluding his talk, the Minister mentioned some obstacles to the educational process and hinted to the proper approach for tackling them. He also reviewed some of the broadlines of the forthcoming 10 -year plan for expanding education.

36. The Iraqi Republic, Ministry of Education, Directorate-General for Educational Planning, "Development of Education in Iraq in 1974/75 and 1975/76", (Tatawwur Al-Tarbiyah Wal-Ta'leem fil-Qutr Al-'Iraqi Lil-Sanatain 74/75 - 75/76), "Annual Report of the Directorate-General for Educational Planning", (Al-Taqreer Al-Sanawi Lil-Mudiriyyah Al-'Aamah Lil-Takhteet Al-Tarbawi), Baghdad, Issue No. 8, (1977), pp. 48 - 50.

The report's first part gives a brief account of the development of education in Iraq in 1975 and 1976 as to the organization of educational machineries, such as Ministries, agencies and institutions. It also dealt with the quantitative development of pupils and the number of those registered in the various stages of education.

In the second part, a review is made of the new trends in the field of education as to curricula, teaching plans, text books, research and documentation centers and modern educational techniques.

The third part deals with the accomplishments realized in the various fields of education, such as educational administration, curricula, teaching methods, school buildings, library service and professional qualification of school librarians, indicating how they are financed. It also deals with all types of sports activities.

The last part of the report contains a review of the new developments in the fields of sciences, higher education and scientific research.

37. Iraqi Republic, Ministry of Education, Directorate-General for Cultural Relations, Information Directorate, "The Educational March; Accomplishments and Ambition", (Al-Masirah Al-Tarbawiyyah; Injazaat Wa-Tumuh), Baghdad, 1977, 32 pages.

This report consists of an introduction, including the view of some Iraqi officials on education and six parts.

Part 1 deals with the development of education in the stages preceding university education during the period 1967/68 - 1976/77, reviewed as to quantitative and qualitative development.

The second part is concerned with the newly-introduced projects in the field of education, giving a description of the developments which took place in schools and institutes and in the projects contemplated in the educational plan.

Part 3 deals with the accomplishments of each of the Directorates of the Ministry of Education, describing the activities of each.

The fourth part reviews the educational conference and symposia, giving all details as to where and when they were held, the names of participants, the discussions made and the recommendations adopted.

Part 5 reviews future features and trends and gives the figures of anticipated growth in the years of the educational plan according to educational stage, both from the quantitative and qualitative aspects.

The sixth part contains a bibliographical list of reports, studies and research issued by the different educational agencies of the Ministry of Education.

United Arab Emirates

38. United Arab Emirates, Ministry of Education and Youth, Technical Directorate, Statistics Department, "Education in the United Arab Emirates", (Al-Ta'leem fi Dawlat Al-Imarat Al-'Arabiyyah Al-Muttahidah), Abu Dhabi, 1977, 12 pages.

- Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

The report began with a review of the religious type of education which was prevalent in the various parts of the country till the 1950's and described the role played by private kuttabs (rural schools) in spreading this type of education.

With the growth need of the people to learn reading, writing, arithmetics and other subjects of general knowledge, private schools emerged in the country.

The report went on to talk on the introduction in 1953 of education in its modern sense in the United Arab Emirates and showed how the political independence attained by the country resulted in a widespread movement of education with the support of the Arab Republic of Egypt, Kuwait, Qatar, Bahrein and Saudi Arabia.

Reviewing the progress of education in the United Arab Emirates between 1972/73 and 1976/77, the report gave the number of schools, classes and teachers and elaborated on adult education and evening lessons.

In conclusion, the report indicated the budgetary appropriations allocated by the State for the development of education in all its regions.

Guides
Bahrain

39. The State of Bahrain, Ministry of Education, public Relations, "Guide to Education in Bahrain", (Daleel Al-Ta'leem fil-Bahrain), Manama, 1977, 3 stencil pages.

Following a synopsis on the beginnings of formal education in Bahrain and the development stages through which it has passed, the Guide mentional the proper age for entering schools.

Dealing with the primary stage, the Guide related its history and development and duration.

It then dealt with general secondary education and its various branches, women education since its beginning and religious education and conditions of egvolment therein.

Curricula of the various stages of education, i.e. primary, preparatory and secondary as well as religious education, are given in the Guide.

A review is made of the history, development and curricula of industrial and commercial education and men and women teacher training colleges. Statistical tables show the growth in the number of boys, girl students, schools, teachers and school mistresses.

The Guide also deals with scholarships since they were incepted and until the year 1971/72. It reviewed the plans for fighting illiteracy and teaching adults and the development of literacy classes and adult education centers between 1966 and 1977.

Further statistics were given dealing with adult education, evening vocational training, vocational training of holders of the primary school certificate and training on clerical work.

The Guide ended with a review of the system of educational qualification of teachers in Bahrain, explaining its aims, duration and subjects.

Statistics
Iraq

40. "Arbil Witnesses Vast Educational Activities; Establishment of 210 Schools; New Hostels; Kindergarten", (Arbil Tashhad Nashatan Tarbawiyyan Wasi'an; Insha 210 Madaris; Aqsaam Dakhiliyyah Jadidah; Riad Al-Atfaal), "Al-Thawrah" newspaper, Issue No. 2807, (September 1977).

A review is made in this article of the number of buildings which were constructed in 1977 in the Governorate of Arbil, including schools and hostels.

It also reviewed the increase in the number of students admitted in vocational school, kindergarten and technical schools of different types.

A further review is made of the appropriations allocated for the construction of hostels in the Governorate's primary, intermediary and preparatory school, giving the number and classification of pupils who benefitted from the hostels' accommodations.

The article also reviewed the number of girls who were admitted in the Governorate's teacher training college for women.

41. Nour, Osman Al-Hassan Mohamed, "Effect of Some Demographic Variables on Educational Services", (Ta'theer ba'd Al-Mutaghayyeraat Al-Demoghrafiyyah 'ala Al-Khadamaat Al-Ta'limiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 10th Year, Issue No. 41, (June 1977), pp. 27 - 33.

After pointing to the steady increase in the population of the Sudan and showing how this increase reflects on education, the writer drew a comparison between the rates of admission in the first year primary in the past and present, showing the extent of growth reached by this rate.

The writer then gave a number of statistical tables. One of these tables showed the number of boy and girl pupils registered in the primary stage and the rates of admission in 1970/71 compared to the rates in 1974/75. Another table gave an estimate of the number of children who are of general secondary education age, the number of pupils actually registered in this stage of education and the rates of registration in 1970/71, compared to the year 1974/75 (for boys and girls).

The writer went on to explain the reason for the population 's doubling in big towns, showing how such an increase reflects on the number of pupils registered in the primary and general secondary stages of education.

Here, the writer reviewed an earlier study prepared by him on the impact of urban growth and migration on educational services in the Province of Khartoum.

The article ended with a set of proposals aimed at solving the problem of steady increase in the number of registered pupils in the various stages of education.

42. Qatar, Ministry of Education and Youth Welfare, "Major Educational Trends, Accomplishments and Problems in the State of Qatar Since 1970 and the New Educational Strategies and their Requirements", (Ahamm Al-Ittijahaat Wal-Injazaat Wal-Mushkilaat Al-Tarbawiyyah fi Dawlat Qatar munsu 1970 Wal-Istratijiyyat Al-Tarbawiyyah Al-Jadidah Wa-Mutatallibatiha), Doha, 1977, 32 pages.

- Report submitted to the Conference of Ministers of Education and Ministers responsible for economic planning in the United Arab Emirates.

The report began with a historical synopsis on the system of education in Qatar, then reviewed the aims, quantitative and qualitative developments and major problems of education, including the problems facing public education, literacy campaigns and adult education.

It, further, reviewed the future of educational work in the State and the future plans contemplated by the Ministry of Education.

The report also dealt with the new strategy of education and its requirements, whether as to improving education or injecting new blood therein.

In conclusion, it dealt with the aspects of international cooperation between Qatar and other Arab and foreign countries for the purpose of developing education.

EDUCATION AND CULTURE
Arab Countries

43. Abu Ghazi, Badreddine, "Integration between Culture and Education; Some International Experiments and Arab Trends", (Al-Takamul Bayn Al-Thaqafah Wal-Ta'leem ; Ba'd Al-Tajarib Al-'Aalamiyyah Wal-Ittijahaat Al-'Arabiyyah), "Al-Wa'y Al-'Arabi", (Arab Consciousness), Cairo, 21st Year, Issue No. 7, (June 1977), pp. 4 - 7.

(Magazine issued by the Council of Cultural and Educational Affairs, Union of Arab Republics, Heliopolis, Cairo).

After tracing the beginnings of the idea of integration between culture and education and how it emerged on the international arena, the writer referred to the research work and conferences which gave rise to this idea, relating in this connection the experience of some countries and talking on the recommendations adopted by the International Round Table Conference which met to discuss this subject and showing how these recommendations reflected on the Arab trends towards integrating education and culture.

The writer went on to refer to the Egyptian experiment of 1970 when cultural, educational and information machineries were coordinated, mentioning the axes on which this coordination revolved.

Reviewing the efforts exerted in this connection by the Arab League Educational, Scientific and Cultural Organization (ALESCO), the writer mentioned the panel held in Tripoli to discuss this integration and enumerated the recommendations adopted by the panel.

Concluding his article, the writer expressed his hope that Arab Countries would in the future favour this integration.

EDUCATION AND DEMOGRAPHY

The Sudan

44. Nour, 'Osman Al-Hassan Mohamed, "Effect of Certain Demographic Variables on Educational Services in the Sudan", (Ta'theer ba'd Al-Mutaghayyeraat Al-Dimoghrafiyyah 'ala Al-Khadamaat Al-Ta'leemiyyah Bil-Sudan), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 10th Year, Issue No,40, (March 1977), pp. 1 - 14.

Following an introduction on demography and its relation to the country's economic and social development, the writer gave some data and statistics whereby he analysed the effect of some demographic variables on Sudan's educational services.

Reviewing the demographic characteristics of The Sudan, the writer dwelt upon births, deaths and migration, showing how their statistics reflect on the country's demographic characteristics.

The writer went on to say that the rate of increase in the number of children below the age of 15 in The Sudan far exceeds the needs of many fields of education, adding that children of families migrating to urban areas are badly in need of educational services.

Three statistical tables are included in the article. The first deals with the birth and death rates in some countries during the period 1950 - 1960; the second deals with population estimates in The Sudan and anticipated number of children at education age with an indication of their ratio to the total number of population between 1965 and 1985; and the third deals with the percentage of urbanization in various regions of The Sudan in 1956 and 1965.

EDUCATION AND DEVELOPMENT
Arab Countries

45. Nofal, Mohamed Nabil, "Development, Education and Illiteracy in the Arab Fatherland", (Al-Tanmiyah Wal-Ta'leem Wal-Umiyyah fil-Watan Al-'Arabi), "Ta'leem Al-Jamaheer", (Mass Education), 4th Year, Issue No. 8, (January 1977), pp. 21 - 28.

At the beginning of his article, the writer related the circumstances which resulted in boosting the wealth of certain Arab Countries and drew a comparison between conditions in rich and in poverty-stricken countries.

Dealing with the socio-cultural patterns existing in the Arab Homeland, the writer classified them into agricultural, petroleum and neo-industrial patterns, then indicated the problems involved in each pattern. According to the writer, the human element is

one of the major obstacles to economic development in the Arab Homeland. After drawing a comparison between the status of the human element in developed countries and that in developing, including Arab Countries, the writer concluded that development of the human element is most indispensible for accelerating economic development rates in Arab Countries.

Explaining why development of the human element in Arab Countries is lacking in spite of its vital necessity for the economic development plans, the writer said that full absorption in schools of children under compulsory age has not been achieved in any Arab Country and, in addition, admission in secondary and higher education has dropped. The development process is, further, hindered by the high rate of illiteracy. By way of comparison, the writer mentioned that in foreign countries, the low rate of illiteracy accounts for their high standard of economic achievement. Hence the recent onslaught on illiteracy waged by Arab Countries.

After explaining the attitude of illiterates towards literacy campaigns in Arab Countries, the writer said that Arab endeavours in literacy programmes should be linked to development plans, adding that the economic yield of eradicating illiteracy consists in two results: reducing the rate of failures and dropouts in systematic education and increasing production.

EDUCATIONAL ADMINISTRATION
Jordan

46. Salah, Labibah, "Symposium on the Psychology of Leadership; How to Train School Principals on Successful Leadership", (Halqah fi Saikolojiyyat Al-Qiyadah; Kayfa Yatadarrab Mudiru Al-Madares 'ala Al-Qiyadah Al-Najihah), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 20th Year, Issue No.1, (January - March 1977), pp. 13 - 16.

Giving an account of this Symposium, the writer explained its aims, described the series of methods used in teaching and training and indicated the importance of this Symposium both to the school principal and to the teacher who is also a leader among his pupils.

In reviewing the Symposium's agenda, she described the present conditions of education as expounded in the discussions and outlined the papers delivered on subjects like the role of the school principal, educational guidance, group dynamics and characteristics of growth stages.

After indicating the requirements in a successful principal, the writer dealt with the Symposium's programmes, indicating their aims and behavioural results. She also mentioned the various activities, methods and means used in this respect.

In conclusion, the writer listed the vital principles for educational leadership saying these principles should serve as guide to school principals and teachers alike.

EDUCATIONAL AIDS
Arab Countries

47. Muslim, Isma'il Sabri, "Arab Cooperative Fabrication of Educational Aids", (Al-Intaaj Al-'Arabi Al-Ta'awuni Lil-Wasaiyl Al-Ta'leemiyyah), "Nashrat Al-Wasaiyl Al-Ta'leemiyyah", (Bulletin of Educational Aids), Kuwait, 1st Year, Issue No. 1, (March 1977), pp. 78 - 80.

Following an indication of the extent to which educational facilities, which are purely Arab both in content and in language, are needed by the Arab school, the writer described the efforts exerted by the Arab Center for Educational Facilities in Kuwait for the purpose of establishing the principle of Arab fabrication of these aids and also for realizing effective coordination and integration of the material possibilities and human experience available in the various parts of the Arab Fatherland in the field of educational aids.

The writer then related the numerous advantages which could be reaped from the cooperative fabrication of educational aids, whether as to the material aspect, or to the qualitative aspect, or as to saving the energy wasted on duplicate efforts.

Lastly, the writer reviewed a suggested plan aimed at establishing cooperation between the different centers of educational aids in Arab Countries.

48. Wassef, Wassef 'Aziz, "Future of Educational Aids in the Arab Fatherland", (Mustaqbal Al-Wasaiyl Al-Ta'leemiyyah fil-Watan Al-'Arabi), "Nashrat Al-Wasaiyl Al-Ta'leemiyyah", (Bulletin of Educational Aids), Kuwait, 1st Year, Issue No. 1, (March 1977), pp. 111 - 116.

At the outset, the writer discussed the future of educational aids, their educational mission and emphasized the need for their proper employment in education, saying that a teacher can achieve positive results if he know , how to select, adapt and use these devices properly.

After talking on the prevailing circumstances in our Arab World and the problems from which the educational system is suffering, the writer went on to deal with the problem of illiteracy saying it is foremost among all other problems and adding that educational aids can play a decisive role in confronting this problem.

The writer then outlined some of the features of the educational system in the Arab Fatherland with its broadlines, future ambitions and possibilities, pointing to the role of educational aids in realizing these ambitions on the one hand and solving the present problems on the other. He singled out the role of the radio, educational films and the television in spreading cultural awareness.

In conclusion, the writer advanced some suggestions aimed at promoting the prospects of educational aids and improving their types, usages, maintenance and fabrication.

Jordan

49. Hezzu, George Jamil, "Section of Educational Aids in 'Amman", (Qism Al-Wasaiyl Al-Ta'leemiyyah fi 'Amman), "Nashrat Al-Wasaiyl Al-Ta'leemiyyah", (Bulletin of Educational Aids), Kuwait, 1st Year, Issue No.1, (March 1977), pp. 8 - 17.

This article is concerned with the Section of Educational Aids in 'Amman and its functions. A historical synopsis is given, explaining the establishment and progress of this Section and its relations with the other Sections of the Ministry of Education and the like.

The writer described the various branches of this Section, the functions of each and the accomplishments made in 1975 and 1976.

Dealing with future prospects, the writer reviewed the plans envisaged by the Section for future years.

A statistical table is reproduced in the article giving comparative figures of the educational aids and equipment used in the schools of the Ministry of Education during the period 1961 through 1976.

Kuwait

50. Badran, Mustafa, "What is New in Educational Aids", (Al-Jadeed fil-Wasaiyl Al-Ta'leemiyyah), "Nashrat Al-Wasaiyl Al-Ta'leemiyyah", (Bulletin of Educational Aids), Kuwait, 1st Year, Issue No. 1, (March 1977), pp. 96 - 110.

After indicating the importance of educational aids to the educational process and emphasizing the need for continuous renovation and modernization in these aids, the writer pointed to the new system of inputs as being the most up-to-date development in this field, explaining how it operates and what kind of educational service it renders, describing the teacher's role in this respect.

Talking on the educational television as being a new device of educational aids, the writer indicated its advantages and disadvantages and made an evaluation of its educational worth.

Other new devices introduced in education include video films, transparencies and projectors, all of which were described by the writer to point to their respective advantages.

The writer also dealt with programmed education, explaining its theory, presuppositions, types, procedure and advantages.

The last device mentioned by the writer is the computer. He explained the spheres in which this recent development could be used in education and described its advantages in this new field of usage.

Qatar

51. Al-Banna, Yahya Mohamed, "Division of Educational Aids in Doha", (Qism Al-Wasaiyl Al-Ta'leemiyyah" Bil-Dawhah), "Nashrat Al-Wasaiyl Al-Ta'leemiyyah", (Bulletin of Educational Aids), Kuwait, 1st Year, Issue No. 1, (March 1977), pp.22 - 29.

The writer began his article with a historical review of the establishment and development of the Department of Educational Aids in Doha since 1962, explaining the functions assumed by it and the obligations it undertakes towards supplying the schools of Qatar with all their needs of educational aids, particularly maps and plates.

Dealing with the organizational set-up of the Department of Educational Aids, the writer described the functions and responsibilities of each of its branches and pointed to the difficulties faced by the Department describing how they were overcome. In this connection, the writer mentioned the problems of shortage of technical personnel, lack of adequate space and scanty financial appropriations.

Talking on training, the writer stressed the need for training the Departments personnel and for creating a special unit for training school personnel and teachers on the proper use of educational aids.

EDUCATIONAL CONFERENCES
Arab Countries

52. Second Conference of the Deans and Principals of Faculties, Institutes and Departments of Social Service in Arab Countries, Cairo, October 4 - 7, 1976, Report on the Conference, "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of the Association of Arab Universities), Cairo, Issue No. 11, (March 1977), pp. 80 - 90.

After giving a list of the countries, organizations and bodies which took part in this Conference, the report reviewed the recommendations adopted by it.

These recommendations deal with following-up the implementation of the First Conference's recommendations, the role of social service in the overall development of Arab Countries, the methods whereby curricula may be improved in faculties, institutes and departments of social service and the proposed venue, data and agenda of the Third Conference of Deans and Principals of Faculties, Institutes and Departments of Social Service.

The final recommendations call for educating children of Palestinian Arabs and establishing Arab joint collaboration and international cooperation aimed at educational development.

53. Meeting on Implementing the Recommendations of the Third Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning in Arab Countries, Cairo, October 18 - 24, 1976, Report on the Meeting, "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of the Association of Arab Universities), Cairo, Issue No.11, (March 1977), pp. 91 - 96.

Following a list of the Arab Countries, organizations and bodies which took part in the Meeting, the report review the Meeting's agenda and described some educational accomphishments realized in Arab Countries since the 1970 Conference of Marrakesh. Special emphasis is laid on the creation of the Arab Center for Educational Aids and the formulation of an Arab strategy for education and another strategy for wiping out illiteracy.

After reviewing the significant trends of the discussions, the report related the conclusions reached by the Meeting on the realization of democracy in education and the improvement and renewal of education in conformity with the recommendations of the Conference of Marrakesh on the development, aims, types, levels, elements and proportions of education.

54. Mohamed, Mohamed 'Awad Al-Karim, "Approval of Recommendations Adopted by Undersecretaries of Ministries of Education in Arab Countries", (Taqreer Tawsiyaat Wukalaa Wizaraat Al-Tarbiyah fil-Duwal Al-'Arabiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 10th Year, Issue No. 41, (June 1977), pp. 63 - 70.

Following an introduction on the circumstances which led to the holding of this Conference in Alexandria between August 7 and 12, 1976, the writer reviewed the aims of the Conference, outlined its discussions and prevailing trends, pointed to the remarks raised in the course of discussions and enumerated the basic trends for developing the administrative set up of educational bodies in Arab Countries on which agreement was reached. The writer also explained the criteria to be taken into consideration at the time of developing the administrative set-up.

Following this, a review was made of the recommendations adopted in the Conference on consolidating all machineries engaged in educational planning and research, creating a modern data system, developing the technical machineries and establishing within each Ministry a machinery entrusted with the task of administrative organization.

Concluding his article, the writer listed the countries and bodies which took part in the Conference and described the delibrations of its sessions.

55. Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977, "Final Report and Recommendations", (Al-Taqreer Al-Nihaei Wal-Tawsiyaat), Cairo, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 9 pages.

After underlying the role of statistics in the formulation of any educational plans, the report pointed to the initiative taken by the Arab League Educational, Scientific and Cultural Organization (ALESCO) to call for a meeting of Arab experts and officials to discuss educational statistics.

The report went on to list the papers received by ALESCO from the various Arab Countries for discussing them in the meeting, mentioned the works accomplished by the Drafting Committee in formulating the meeting's resolutions and recommendations and listed the names of delegates and the papers and report submitted.

Recommendations adopted in this meeting fall into two categories; first, recommendations intended for Arab Countries which call for supporting the present statistical machineries and training statistical experts, and second, recommendations intended for ALESCO and calling upon this Organization to extend assistance and technical guidance to Arab Countries in establishing, backing and developing their statistical machineries and providing training opportunities for employees engaged in the field of statistics.

EDUCATIONAL COUNCILS

Arab Countries

56. Fourth Session of the Consultative Council of The Arab Agency for Eradicating Illiteracy and Educating Adults, Cairo, April 23 - 28, 1977, "Sessions Documents", (Wathaiq Al-Dawrah), Cairo, Arab Agency for Eradicating Illiteracy and Educating Adults, 1977, different numbering of pages.

This document began with an indication of the manner in which the President and Rapporteur of the Agency's Consultative Council were elected.

Then followed the agenda of the fourth session of the Consultative Council and the report prepared by the Agency's Chief on the Agency's activities during 1976/77 and the programmes projected for 1978 and 1979.

The document also contained a report on the projects and programmes carried out by the Agency during the fiscal year 1976/77 as well as the Agnecy's programmes for 1978/79.

A review is also made of the projected budget and programmes of the Center for Training Leaders on Fighting Illiteracy and Educating Adults within the general framework of the Center's activities in Bahrain in 1978/79.

Other subjects contained in this document include the projects laid by the Training Center's Consultative Committee, the panels and symposia proposed and the Agency's research work, studies and exploratory experiments planned for the future.

EDUCATIONAL DOCUMENTATION

IRAQ

57. Al-Qasim, Badi'Mahmoud Mubarak, "Educational Documentation and Information in Iraq; Machineries and Projects", (Al-Tawtheeq Wal-I'lam Al-Tarbawi fil-'Iraq; Al-Ajhizah Wal-Mashrou'aat), Baghdad, Directorate-General for Educational Planning, Ministry of Education, 1977, 25 pages.

After stating the aims of this document, a review was made of the developments undergone by the Iraqi agencies for educational documentation and information with an indication of the manner in which such agencies could be developed.

The document then related the aims of the Educational Documentation and Information Unit, explained its functions and services, mentioned its relations with Arab and international documentation centers and gave some suggestions deemed necessary for its promotion.

Other agencies dealt with in the document include the Scientific Documentation Center, the National Archives Center and the Public Libraries. It showed the affiliation, divisions, functions, duties and major accomplishments of each of these agencies.

In conclusion, the document discussed the means for developing these machineries, describing the role of local, regional and international organizations in this respect.

Saudi Arabia

58. Al-Mufarrej, Ahmed 'Abdullah, "Educational Documentation", (Al-Tawtheeq Al-Tarbawi), "Majallet Al-Tawtheeq Al-Tarbawi", (Magazine of Educational Documentation), Saudi Arabia, Issue No. 13, (April 1977), pp. 8 - 11.

In an introduction to his article, the writer explained the importance of education both to advanced and developing countries then indicated the responsibility assumed by Arab Ministries of Education in laying down educational plans and providing reference material and books in public and specialized libraries.

Following an explanation of the concept of educational documentation, the writer indicated the various fields in which documentation officers should specialize and gave a definition of the word "document".

He drew a comparison between a library and a documentation center and distinguished between a documentation center and a center for public archives.

The writer went on to relate the history of educational documentation within the Ministry of Education in Saudi Arabia, describing its development and the functions of the Department in charge of such activity.

In conclusion, he reviewed the activities undertaken by the Saudi Division of Educational Documentation.

EDUCATIONAL ORGANIZATIONS AND BODIES
Arab Gulf States

59. Regional Education Office, "Statutes of the Regional Education Office", (Al-Nizam Al-Asasi Lil-Maktab Al-Iqleemi Lil-Tarbiyah), Riyadh, 1397 A.H. (1977 A.D.), 14 pages.

After listing the six member-states in the Regional Education Office (namely, the United Arab Emirates, Bahrain, Kuwait, Saudi Arabia, the Sultanate of Oman and Qatar), the document reviewed the social conditions in the member states including habits, traditions, culture, behaviour and environment and showed how these common affinities contributed to the unification of the member countries' educational aims and general principles of curricula.

Moving to the aims of the Office, the document said it compiles educational data about member states to help understand their educational problems and propose solutions therefore, study the systems of education in member states in order to coordinate and develop their cooperation, assist in solving the educational problems facing these countries and develop and promote education in the member states.

In conclusion, the document said that the Office's major role is to emphasize the Islamic personality in member states, considering it the only source from which the Arab Islamic region derives its basic characteristics.

EDUCATIONAL PLANNING

Arab Countries

60. El-Kousi, 'Abdul 'Aziz, "Statistics and Educational Planning", (Al-Ihsaa Wa-Takhteet Al-Ta'leem), Cairo, Administration of Documentation and Information, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 17 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Iraq between March 5 and 10, 1977.

Following an introduction on the factors leading to a variety of planning processes in different countries, the author showed that these factors result in diversified plans depending on circumstances.

He went on to emphasize the importance of statistics in the preparation of educational plans, then related the efforts made by Arab Countries in order to create units for educational statistics and planning and showed how natural and human resources reflect on the efficiency and accuracy of these units.

The writer then gave a preliminary list of the types of data required for a national educational plan which, in the writer's opinion, are normally needed by Arab Countries in formulating their national educational plans. These include population census and statistics on manpower, economic aspects, educational institutes and foundations, school teachers and administrators, pupils, school buildings and class rooms, tests and examinations and educational costs.

The paper ended with a conclusion stressing the importance of the foregoing information both for educational planning and for the preparation of an educational plan.

EDUCATIONAL PLANS
Faculty of Science
Jordan

61. 'Amman, Jordanian University, "System of Accredited Hours and its Application in the Faculty of Science, Jordanian University", (Nizam Al-Sa'aat Al-Mu'tamadah Wa-Tatbiquhu fi Kulliyat Al-'Ulum fil-Jami'ah Al-Urduniyyah), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of the Arab Association of Universities), Egypt, Issue No. 11, (March 1977), pp. 3 - 17.

- Paper submitted by the Faculty of Science, Jordanian University, to the Panel of Deans of the Faculties of Science, 'Amman, Jordanian University, October 23 - 30, 1976.

Following an outline in English of the subjects dealt with-in this paper, a review was made of the differences existing between the various systems of higher education in Arab Countries, mentioning in particular the differences in the systems of preparation for higher or university education, educational programmes, teaching methods and examinations.

Dealing with the systems applied in the Faculty of Science, Jordanian University, the paper explained the conditions to be fulfilled by students desirous of joining the Faculty and the requirements of graduation, the university's requirements and the requirements of the Faculty, the Department and liberal educations

It also dealt with the systems of education and examinations and explained the necessary procedure for registration.

In conclusion, the paper described the positive and passive aspects of the system followed in this Faculty as the preparation for post-graduate studies, educational plans, teaching methods and examinations.

EDUCATIONAL RESEARCH
The Sudan

62. Al-Imam, Abshir, "Dimensions of Educational Research", (Ab'aad Al-Bahth Al-Tarbawi), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 10th Year, Issue No. 41, (June 1977), pp. 27 - 33.

After indicating the reasons why educational research in The Sudan was neglected in the past and why any results obtained from educational research were not made use of in the field of education in The Sudan, the writer said that this explains why very little educational research is undertaken and why men of research and world-be-beneficiaries of such work lack interest in such an undertaking.

The writer went on to enumerate the problems of education which could tbe solved by the application of results obtained from educational research, mentioning some fields to which educational research should extend in order to benefit from its results.

After reviewing the research work planned by the Center of Educational Documentation and Research in the Sudan, the writer said that concentration of research work in the Center would benerate interest in this type of work and would enable the Center to circulate its findings locally and abroad and on Arab and international levels.

63. The Iraqi Republic, Ministry of Education, Directorate-General for Educational Planning, "Development of Education in the Governorates during the Period 1974/75 - 1975/76", (Tatawwur Al-Tarbiyah fi Muhafazaat Al-Qutr Khilal Al-Fatrah 1974/75 - 1975/76), (Annual Report of the Directorate-General for Educational Planning", (Al-Taqreer Al-Sanawi Lil-Mudiriyyah Al-'Aamah Lil-Takhteet Al-Tarbawi), Issue No. 8, (1977), pp. 46 - 47.

This comparative study illustrates the development of education in the various Governorates of Iraq with the aim of surveying the quantitative aspect of the educational process in each Governorates in 1974/75 and 1975/76.

Statistical information is contained in this Report about the number of pupils in all stages of education and their ratio to the age groups in each Governorate, along with a comparison between the indices of growth in the various Governorates.

The report then explained the significance of these comparative statistics and pointed to the great difference in number between student envolment in the commerical and agricultural types of vocational education.

In conclusion, a review is made of some of the technical and administrative problems and obstacles confronting Educational Directorates in the Governorates with an indication of the manner in which such difficulties could be overcome.

64Al-Shaikhali, Salahuddin 'Abdul Meguid, "Educational Statistics' Terms, Methods and Means with Reference to Educational Statistics in Iraq", (Al-Mustalahaat Wal-Turuq Wal-Wasail fil-Ihsaaat Al-Ta'limiyyah ma' Al-Isharah ila Al-Ihsaaat Al-Ta'limiyyah fil-'Iraq), Cairo, Department of Documentation and Information, Arab League Educational, Cultural and Scientific Organization (ALESCO), 1977, 19 pages + appendices.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

Following an introduction on the importance of statistical data for the success of any plans, including educational plans, the writer reviewed the major factors which influence the process of educational planning and pointed to the statistical requirements for the planning of an educational system. Here, the writer dealt with statistical data on students and teachers, capital investment in the educational system, cost contents and supporting statistical data on the demographic, economic and social factors. These data, the writer added, should be properly classified and tabulated according to the established scientific procedure.

The paper ended with eleven statistical tables and forms dealing with education in Iraq. The tables dealt with kindergartens, governmental primary schools (morning and evening) and vocational schools. The forms dealt with kindergarten, primary, secondary and vocational schools and university education in Iraq.

Saudi Arabia

65. Saudi Arabia, Ministry of Education, Center for Statistical Data dand Educational Documentation, "Sum-up of Gross Figures on the Schools Belonging to the Ministry of Education in 1395/96 A.H.", (Al-Khulasaat Al-Ijmaliyyah Li-Madares Wizarat Al-Ma'aref 'Aamm 1395/96 A.H.), Riyadh, 1397 A.H. (1977 A.D.), 14 pages.

This Bulletin contains gross figures on schools, institutes, classes, pupils, educational zones and morning and evening schools. It also contains information about full-time teachers, school administrators and personnel, all arranged in the form of statistical tables.

Particulars contained in the statistical tables include nationalities of pupils and teachers and affiliations of schools and school administrators and similar other data.

Gross figures according to the various educational zones are also tabulated.

Statistical figures indicating latest developments as to new schools, teachers, administrators, general staff and workers are also given and divided according to the type and stage of education.

Administration
Arab Countries

66. Al-Asad, Shuja' Mohamed, "Offices of Educational Statistics; Administration, Functions and Equipment", (Makatib Al-Ihsaat Al-Ta'leemiyyah; Idaretuha, Wazaifuha Wa-Mu'iddatuha), Cairo, Department of Documentation and Information, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 42 pages.

-Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

As an introduction to his paper, the writer explained that the accuracy of any data released by statistical offices depends largely on the organizational structure of these offices and the type of training acquired by their staff. He also added that the higher the efficiency of these offices is the more effective use is made of the data available on education in the Arab Motherland.

Discussing the functions of Educational Statistics Offices, the writer said they consist in compiling, tabulating and publishing statistical data on education, analysing such data and undertaking field surveys on educational matters.

The writer went on to indicate the units of which the organizational structure of a statistical office should consist, explaining the responsibility of each unit.

He added that the volume of work handled by a statistical office depends largely on its personnel as to their number and standard of training.

Concluding his paper, the writer said that any efficient work performed by statistical offices must necessarily depend on the up-to-date statistical machinery used, thus ensuring the accuracy of the figures and the speedy procurement of results.

The writer added that an equilibrium should be maintained between the volume of work required during the year and the equipment to be selected for handling this volume of work.

Jordan

67. Al-Hajj, Ahmed Hussein, "Report on the Aspects of the Jordanian Educational Statistics Services",(Taqreer 'an Jawanib Khidmat Al-Ihsaaat Al-Tarbawiyyah Al-Urduniyyah), Amman, Division of Educational Statistics, Ministry of Education, 1977, 10 pages.

-Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

After relating the developments through which educational statistics in the Hashemite Kingdom of Jordan passed until a department for Educational Statistics was established in the Ministry of Education in 1957/58, the writer reviewed the developments undergone by the Department's administrative set-up since its creation and until it was annexed in 1975/76 to the Directorate of Educational Planning and Research.

The report then reviewed the organizational chart of the Ministry's Department of Educational Statistics and its branches in the various Educational Provinces, mentioned the laws, resolutions and regulations governing work in the Department enumerated its functions, responsibilities and services rendered. It described the publications issued by the Department and pointed to its material and human possilibities as well as to the problems faced by it.

The report ended with some suggestions aimed at helping the Department to carry out its task in serving the educational process.

The Sudan

68. The Democratic Republic of the Sudan, Ministry of Education, Directorate-General for Planning, Research and Follow-up, Department of Educational Statistics, "Report on Educational Statistics in the Sudan", (Taqreer 'an Al-Ihsaa Al-Tarbawi Bil-Sudan), Khartoum, 1977, 5 -pages.

- Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

After reviewing the developments through which the Department of Educational Statistics has passed since its creation in 1958 and until it was annexed to the Directorate-General for Planning, Research and Follow-up in 1975, the report described the Department's organizational set-up and reviewed its functions, responsibilities, services rendered and printed material issued. It also dealt with its material and human potential and the equipment put at its disposal for performing its duties. A review was also made of its budget showing to what extent this budget is adequate for accomplishing the task entrusted to it.

The report ended with an indication of the problems confronted by the . Department and showed how these problems are surmounted.

United Arab Emirates

69. United Arab Emirates, Ministry of Education and Youth, Technical Administration, Statistics Department, "Report on the Statistics Department of the Ministry of Education", (Taqreer 'an Qism Al-Ihsaa fi-Wizarat Al-Tarbiyah Wal-Ta'leem), Abu Dhabi, 1977, 54 pages.

- Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

Following a description of the circumstances under which the Department of Educational Statistics in the Emirate of Abu Dhabi was established in 1968 the report reviewed the developments through which the Department has passed iuntil the year 1975/76, indicated the number of its emphoyees as at 1976 and showed how its employees are distributed among the districts of Abu Dabi and Dubai.

The report then discussed the Ministry's plan to promote the Department's activities so as to expand them to cover all other districts. It, further, reviewed the laws and regulations governing its activities, defined its responsibilities and functions and mentioned the services it renders, the publications it puts out, the budget appropriated for it and the problems it encounters and how to overcome them.

Aims

Arab Countries

70. Al-Hajj, Ahmed Hussein, "Educational Statistics and their Significance", (Al-Ihsaaat Al-Tarbawiyyah Wa-Ahammiyatuha), Amman, Department of Educational Statistics, Ministry of Education, 1977, 9 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

After showing how changes in the various statistical data result in equal changes in the aims contemplated from educational statistics, the writer explained the function of these statistics in acquainting other peoples with the country's educational conditions, in utilizing such statistics for international comparison purposes and in using them as guidelines in educational planning, studies and research work.

Reviewing the types of statistics needed by educational men of research, the writer mentioned the population census, manpower statistics, and economic, financial and educational statistics.

Concluding his paper, the writer pointed to the educational statistics needed for educational planning, mentioning those relevant to schools, educational institutions, classes, students, teaching bodies and other educational personnel, education costs and budgets and tother statistical data.

Bulletins

Arab Countries

71. Salama, Ibrahim, "Bulletin of Educational Statistics as a Source of Data on Education in the Arab Motherland", (Nashrat Al-Ihsaaat Al-Tarbawiyyah Ka-Masdar Li-Bayanaat Al-Ta'leem fil-Watan Al-'Arabi), Cairo, Department of Documentation and Information, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 13 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

Following an introduction on the aims of statistics, the paper mentioned UNESCO's definition of educational statistics and indicated the types and aims of administrative educational statistics as well as the statistics needed for educational research.

Talking on the Bulletin of Educational Statistics issued since 1965/66 by ALESCO, the paper emphasized its significance as a reliable source of information on educational data in the Arab World and reviewed the developments through which this Bulletin has passed. It, further, explained the concept of statistical data in general and any other ancillary data which are equally important and should be made available.

The last part of the Working Paper indicated to what extent use can be made of the Bulletin of Educational Statistics in its present form as a source of educational data in the Arab Motherland.

In conclusion, the Paper explained the prerequisites for collecting statistical data on educational matters in the Arab World. -

Conferences
Arab Countries

72. Arab League Educational, Scientific and Cultural Organization (ALESCO), Department of Documentation and Information, "Working Paper", (Waraqat 'Amal), Cairo, 1977, 15 pages.

- Document submitted to the Educational Statistics Experts and Officials in the Arab World, Baghdad, March 5 - 10, 1977.

The working Paper began with a statement on the importance of the meeting held by Arab experts on educational Statistics and explained the justifications for holding this meeting. It reviewed some topics which ALESCO expected to be on the agenda and hinted to the problems involved in these subjects. It, further, described the endeavours exerted on the part of ALESCO and Arab Countries in the field of Educational Statistics.

The paper went on to discuss ALESCO's future plans for rendering services in the field of Educational Statistics and explained in particular ALESCO's initiative in putting out a Bulletin for Educational Statistics.

In conclusion, a number of suggestions were made which could serve as a nucleus for constructive recommendations aimed at promoting Educational Statistics in Arab Countries.

Data
Jordan

73. Al-Hajj, Ahmed Hussein, "Statistical Data on Education in Jordan as Contained in the Annual Educational Statistics Report for 1974/75", (Al-Bayanat Al-Ihsaiyyah Lil-Ta'leem fil-Urdun fil-Taqreer Al-Ihsaei Al-Sanawi Al-Tarbawi Li-'Aamm 1974/75), Amman, Department of Educational Statistics, Ministry of Education, 1977, 3 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

This document consists of a list of the headings of 83 statistical tables contained in the Annual Statistical Report for 1974/75, released by the Ministry of Education of the Hashemite Kingdom of Jordan.

These statistics are divided into three classifications: Thirty statistical tables dealing with each stage and type of education, 41 tables giving gross figures of education in the Hashemite Kingdom of Jordan and 12 miscellaneous tables.

Department of-Organization
Bahrain

74. Kamel, Zakiyyah Ibrahim Hassan, "Report on the Activities of the Ministry of Education's Inspectorate of Statistics in the State of Bahrain", (Taqreer 'an Nashat Muraqabat Al-Ihsaa Bi-Wizarat Al-Tarbiyah Wal-Ta'leem Bi-Dawlat Al-Bahrain), Manamah, Inspectorate of Statistics, Administration of Educational Planning, Ministry of Education, 1977, 4 pages.

- Report submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

Following a review of the activities of the Inspectorate of Educational Planning eversince its establishment in 1967, the report described its Departments, laying a special emphasis on the Department of Educational Statistics. It reviewed its activities during this early period and described the changes introduced on the Inspectorate at the time of reorganizing the Ministry of Education's set-up in 1972.

The report went on to deal with the functions entrusted to the Department of Statistics in this new set-up and showed how the Ministry's reorganization in 1975 gave birth to some new Inspectorates, including the Inspectorate of Statistics.

More details were then given of the functions of the Inspectorate's Departments, their services, material and human possibilities, laws and regulations governing their activities and publications issued by them.

In conclusion, the report reviewed the organizational set-up proposed for this Inspectorate.

Indices
Arab Countries

75. El-Sayyed, Fuad El-Bahi, "Educational Statistics and Indices and their Function in Drawing up and Planning Educational Policies", (Al-Ihsaat Al-Ta'leemiyyah Wal-Mu'shirraat Al-Tarbawiyyah Wa-Wazifatuha fi Rasm Siyasat Al-Ta'leem Wa-I'dad Khutatihi), Cairo, Department of Documentation and Information, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 31 stencil pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

Following an indication of the need for devloping the educational policy in order to achieve the new targets of the Arab World dictated by the rapid technological progress taking place in our present world, the writer emphasized the importance of education laying down educational plans.

After identifying educational indices and explaining their major functions, the writer showed how Educational Statistics could be developed into indices applicable to education and indicated the relation between educational policies and system analysis.

The writer went on to review the vital statistical requirements for laying down educational plans, mentioning in this connection the characteristics of the Arab educational system

and the types of statistics producing a group of indices, such as population census , labour statistics, economic statistics and statistics dealing with educational institutions, classes, teachers and pupils.

The paper ended with a review of the proposed model of educational indices for the Arab World, followed by a bibliographical list of Arabic and foreign references consulted in the preparation of this paper.

Meetings
Arab Countries

76. Meeting of Educational Statistics Experts and Officials in Arab Countries, Baghdad, March 5 - 10, 1977, (Recommendations, Resolutions and Research), "Qararaat, Wa-Tawsiyyaat Wa-Buhuth), Baghdad, Directorate-General for Educational Planning, Ministry of Education, 1977, 513 pages.

The document began with a review of the aims contemplated by the Arab League Educational, Scientific and Cultural Organization's Department of Documentation and Information in calling for this meeting in Bagdad.

Following a review of the speeches delivered by participating Arab delegates in the inangural meeting, the document reviewed the final report, agenda, names of delegates, discussions and recommendations.

Recommendations adopted by the Meeting deal with the role of Arab universities and research centers in the Arab Motherland in developing the units of Educational Statistics as to the required skills and qualified staff, equipment and dissimination of statistical data. They also deal with ALESCO's role in cooperating with Arab Countries and ensuring inter-Arab cooperation in the field of Educational Statistics.

The document, further, reviewed a working paper submitted by ALESCO within the framework of Arab action with a view to developing the services of Educational Statistics in the future. A set of proposals are reviewed, bearing the nucleus of constructive recommendations in this respect.

In conclusion, the document reviewed the papers and reports read in the Meeting.

Preparation
Arab Countries

77. Hussein, Mansour, "Modern Methods for Collecting and Analysing Educational Statistics", (Al-Turuq Al-Hadithah Li-Jam' Al-Ihsaaat Al-Ta'leemiyyah Wa-Tahliliha), Cairo, Department of Documentation and Information, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 63 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

The paper began with an indication of the importance of the educational process and its role in building the society's cultural edifice.

It went on to indicate the importance of educational planning in any educational process, describing the role played by statistics in any such planning and stressing the need for Educational Statistics to planners of the educational policy.

The paper, further, explained the basis for conducting statistical operations, indicating the various methods for collecting statistical data from their proper sources and the manner in which such data is processed and presented.

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The writer also indicated some familiar methods for analysing statistical data, uncovering their ambiguities and inferring the various educational indices which assist educators in laying down the principles for promoting the standard of educational service and for ensuring its proper performance.

In conclusion, a set of recommendations was advanced by the writer aimed at enabling the statistical process to perform its educational duty in Arab Countries.

Tables
Arab Countries

78. Arab League Educational, Scientific and Cultural Organization (ALESCO), Department of Documentation and Information, "Notebook of Educational Statistical Tables", (Jadawil Kurrasat Al-Ihsaat Al-Tarbawiyyah), Cairo, 1977, not-serially numbered.

- Paper presented to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

This document consists of a model notebook for tables of Educational Statistics in each stage of education, namely, the pre-primary stage, the stage of general education (primary, intermediary and secondary), technical education (commercial, agricultural, industrial and women), intermediary and secondary education, men and women teacher training institutes, university education and post graduate studies.

Two other tables are appended to the document, one for recording the budgets of the Ministries of Education and Higher Education and one for recording the actual expenditure of these Ministries.

Terms
Arab Countries

79. Arab League Educational, Scientific and Cultural Organization (ALESCO), Department of Documentation and Information, "Standardization of Statistical Terms Used in the Statistical Booklet", Cairo, 1977, 7 pages.

- Paper submitted to the Meeting of Educational Statistics Experts and Officials in the Arab World held in Baghdad between March 5 and 10, 1977.

The paper consists of a model statistical booklet intended for use by Educational Statistics Offices and Departments in Arab Countries. It contains 83 technical terms which statisticians use in their work and which ALESCO is putting for discussion by those attending the Meeting for eventual adoption in the preparation of statistical tables.

The document is divided into three columns: one listing the terms currently in use, one indicating the standardized terms and one giving the term's meaning in Arabic.

EDUCATIONAL TELEVISION
Arab Countries

80. "Meeting by Educational Techniques' Experts and Officials for studying the Problems of Utilizing Television in Education in Arab Countries", (Ijtimaa' Al-Khubaraa Wal-Masouleen 'an Taqanniyyat Al-Ta'leem Li-Dirasat Mushkilaat Istikhdam Al-Television fil-Ta'leem Bil-Bilad Al-Arabiyyah), Baghdad, March 19 - 23, 1977, "Final Report", Cairo, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1977, 41 pages.

The report began with a review of the Meeting's aims and agenda, the trends which came to the fore and the countries and organizations which took part in it.

A review was then made of the recommendations adopted by the Meeting on the following subjects: the extent to which each Arab Country is free to select a pattern of educational television programmes which is more suited to its needs; possibilities of utilizing television in all stages and types of education; means for ensuring that educational television programmes are clearly received in schools; holding training sessions on educational television at the level of Educational Directorates and schools in Arab Countries; establishment of an Arab institute for educational broadcasts for training Arab leadership in the field of educational television; conducting survey studies to measure the economic benefit of employing educational television in public schools; roles played by ALESCO and educational research centers in Arab Countries in this respect; enriching Arab libraries with specialized reference books on educational television; and the extent to which similar meetings and panels are needed and ALESCO's role in making the necessary preparations.

The Report ended with a series of appendices containing names of delegates and the text of speeches delivered by the heads of delegations who took part in the Meeting.

ERADICATION OF ILLITERACY
Arab Countries

81. 'Ammar, Hamed, "Some Thoughts on the Social and Economic Yield of Fighting Illiteracy", (Khawater hawl Al-Mardud Al-Ijtima'i Wal-Iqtisadi Li-Mahw Al-Ummiyyah), "Ta'leem Al-Jamaheer", (Mass Education Magazine), Cairo, 4th Year, Issue No. 8, (January 1977), pp. 29 - 35.

Following an introduction on the gap between developed and developing countries in the field of knowledge, the writer referred to the tools and means by which knowledge could be discovered and acquired. He demonstrated to what extent Islam has been interested in science and knowledge since its dawn.

Talking on the present interest shown by developed countries in the establishment of industrial and agricultural ventures at the expense of the human element, the writer said that this state of affairs reflects adversely on development plans.

He went on to explain the meaning of the eradication of illiteracy and showed how knowledge has its bearing on man and on economic development.

Discussing the economic and social yield of literacy campaigns, the writer cited examples from the studies conducted on this subject in the United States, Scandinavian Countries and the U.SS.R.

Winding up his article, he reviewed the reasons for which present programmes have been a failure in combatting illiteracy. He pointed to the methods whereby an optimum yield could be obtained from the campaign against illiteracy.

82. Hanafi, Kadri, "Towards a New Concept of Illiteracy, Being a Problem of our Present Civilization.", (Nahwa Mafhum Jadid Lil-Ummiyyah Bi-Wasfiha Mushkilati Hadariyyah), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 14th Year, Issue No. 9, (May 1977), PP. 19 - 26.

Following a review of the various definitions given to illiteracy and illiterates in some Western dictionaries and the definitions of illiterates as given in the legislations of Jordan, Saudi Arabia, The Sudan, Syria, Iraq, The Sultanate of Oman, Kuwait Libya, Egypt, The Arab Republic of Yemer.

and the Popular Democratic Republic of Yemen, the writer traced the efforts exerted in some Arab Countries to fight illiteracy from the beginning of the Twentieth Century and till this day.

The writer then suggested a definition for illiteracy saying that, as a problem of our present-day civilization, a new definition should be adopted possessing the qualities of flexibility, dynamism and inclusiveness of all dimentions of the problem of illiteracy.

Before concluding his article, the writer described the conditions of illiteracy and pointed to the stages through which all efforts aimed at fighting illiteracy in contemporary societies should pass.

Bahrain

83. "Status of Literacy Programmes in the State of Bahrain", (Waqi' Baramij Mahw Al-Ummiyyah fi Dawlat Al-Bahrain), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 14th Year, Issue No. 8, (January 1977), pp. 165 - 173.

A review of Bahrain's accomplishments in the field of education eversince it launched its educational renaissance in 1919 is made at the outset of this report, followed by a historical account of the efforts exerted by the State in its campaign against the problem of illiteracy from 1940 and till this day.

Reviewing the present status of illiteracy in Bahrain, the report cited the number of male and female illiterates, saying that their rates vary according to age and region. It described the aims of literacy programmes in Bahrain and gave account of their progress from one year to another, indicating their duration and plans, the text books used in the programmes and the problems encountered in the course of implementing such programmes. In this respect, the report capitalized on the reluctance of many illiterates to frequent literacy centers and the high rate of dropouts.

The report ended with a review of the aims contemplated for the future.

Three statistical tables based on the 1971 census are contained in the report, one dealing with the distribution of Bahraini illiterates according to age, one indicating the percentage of illiterates among the population (between the age of 10 and 44) distributed according to populated regions and the third showing the number of Bahraini illiterates between the age of 10 and 44 divided according to age and populated regions.

Iraq

84. 'Ammar, Hamed, "Social and Economic Yield of the Literacy Campaign", (Al-Mardud Al-Ijtima'i Wal-Iqtisadi Li-Hamlat Mahw Al-Ummiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No. 17, (1977), p. 52.

As an introduction to his article, the writer stressed the importance of spreading knowledge and developing its tools saying that these are basic factors on the road to progress lying before developing countries.

Dealing with Iraq's economic pillars, centering largely around oil, the writer insisted on the adoption of a development strategy based on the utilization and development of the human resources, inasmuch as such resources are permanent and constantly renewable.

On the economic and social yield of literacy campaigns, the writer said that practice and experience are fundamental if an optimum yield is to be realized from Iraq's educational efforts and literacy campaigns.

Concluding his article, the writer described the campaign against illiteracy in Iraq and deducted the main features of a proposed strategy for the campaign, reviewing in this respect the major remarks made about this campaign.

85. Al-Bassam, 'Abdul 'Aziz, "A Study on a New Proposed Strategy for Eradicating Illiteracy in Iraq", (Dirasah 'an Istratijiyyah Jadidah Mugtarahah Li-Mahww Al-Ummiyyah fil-'Iraq), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No. 17, (1977), pp. 52 - 53.

At the outset of his article, the writer defined strategy as an integrative set of principles and ideas which direct action in different programmes and projects. He also reviewed the various elements of strategy both in educational and in organizational and planning fields.

According to the writer, any action in eradicating illiteracy should emanate from a social philosophy and educational policy from which it derives its aims and far-reaching ends and should have its efforts integrated with those of the overall development plans.

In conclusion, the writer reviewed the possible proportions and vizualizations of the strategy for eradicating illiteracy, advancing some suggestions which deal with teaching in literacy classes and indicating how the society views such teaching.

Kuwait

86. "Programmes of Adult Education and Eradication of Illiteracy in Kuwait", (Baramij Ta'leem Al-Kibar Wa-Mahwu Al-Ummiyyah fi Dawlat Al-Kuwait), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 4th Year, Issue No. 9, (May 1977), pp. 149 - 153.

In an introduction to his article, the writer explained the aims sought by Kuwait from fighting illiteracy and indicated the percentage of illiteracy among men and women based on the 1975 census.

Describing Kuwait's efforts in this field since 1958, the writer mentioned that literacy curricula have been radically developed, a set of text books for reading, expression, Islamic deducation and arithmatics were prepared to suit adults and cultural and social programmes were developed by the Ministry of Education since 1975/76 to serve both the students and the community.

After explaining the aims of the foregoing programmes and describing to what extent they have been beneficial in combatting illiteracy, the writer mentioned a number of suggestions which the Ministry of Education is currently studying for the sake of developing present and future action in the field of literacy programmes and adult education in Kuwait.

Saudi Arabia

87. "Activities of Literacy Campaigns and Adult Education in Saudi Arabia", (Nashat Mahw Al-Ummiyyah Wa-Ta'leem Al-Kibaar fil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 14th Year, Issue No. 8, (January 1977), pp. 173 - 179.

After stating the aims of literacy campaigns and mass education, the report mentioned that the efforts exerted in this type of activity are aimed at meeting adults' needs to education, enabling adults to benefit from the services rendered, enlighting them on their duties and how to exercise them and teaching them how to change their habitual behaviour.

Reviewing Saudi Arabia's efforts in combatting illiteracy and educating adults, the report described the role played by the regular schools, summer campaigns and centers of social development and services, all of which are engaged in fighting illiteracy. It also explained the results of using TV programmes in literacy campaigns and the results obtained from the general awareness programmes and the efforts exerted by students in fighting illiteracy.

The report, further, dealt with the Ministry of Education's efforts in training the personnel engaged in literacy campaigns and explained the role which the Higher Committee for Adult Education and Eradication of Illiteracy plays in fighting this scourage.

In conclusion, the report reviewed the highlights of the 20-Year long term plan aimed at eradicating illiteracy in Saudi Arabia, giving the basic features of the initial five years.

United Arab Emirates

88. "Activities of Fighting Illiteracy and Teaching Adults in the United Arab Emirates", (Nashat Mahaw Al-Ummiyyah Wa-Ta'leem Al-Kibaar fi Dawlat Al-Imaraat Al-'Arabiyyah Al-MuttaHidah), "Ta'leem Al-Jamaheer",(Mass Education), Cairo, 4th Year, Issue No.9, (May 1977), pp. 155 - 159.

Following an introduction on the circumstances which resulted in depriving bedouins in the United Arab Emirates of education and culture, the report called for an overall eradication of alphabetical illiteracy among men and women in U.A.E. and advocated a long-term programme for this purpose.

The report went on to describe the intensive programmes carried out by the State, including the education of oil companies' workers and the programmes of defence, police and settlement and education of bedouins, explaining their results and showing the manner in which better results could be obtained therefrom.

Other subjects dealt with in the report included curricula, teaching plans, promotion of students and examinations both during kthe literacy stage of education and thereafter.

In conclusion, a statistical table was given indicating the number of literacy centers for males and females and the number of dropouts during the school year 1975/76.

Aims
Iraq

89. Hamdoun, Ghanem, "Some Economic Aspects of the Eradication of Illiteracy and Education of Labourers", (Ba'd Al-Jawanib Al-Iqtisadiyyah Li-Mahwu Al-Ummiyyah Wal-Thaqafah Al-'Ummaliyyah), by Ghanem Hamdoun and Selim Arabi, "Al-Bahth Al-Tarbawi",(Educational Research), Iraq, 3rd Year, Issue No. 4, (June 1977), pp. 5 - 7.

Following an introduction on the importance of wiping up the phenomenon of illiteracy among adults in the Arab Fatherland, the writers explained the requirements involved and the difficulties obstructing the execution of any literacy programme.

The writers went on to deal with the campaign against illiteracy and the efforts exerted to spread education among labourers in Iraq, showing the importance of these efforts and the methods used in the campaign.

Dealing with expenditure on education in Iraq, the writers pointed to the enormous rise in such expenses between 1920 and 1965, saying that such expenditure involves considerable waste. They, then, explained the economics of pursuing a successful campaign against illiteracy pointing to the economic yield of education in general and literacy campaigns in particular.

Concluding their article, they showed how a higher standard of education and a better cultural standard of labourers reflect on national economy.

Celebrations
Arab Countries

90. "Arab Countries Celebrate Arab Literacy Day", (Ihtifalaat Al-Bilad Al-'Arabiyyah Bil-Yaum Al-'Arabi Li-Mahwu Al-Ummiyyah), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 4th Year, Issue No. 9, (May 1977), pp. 145 - 148.

Celebrations held by Syria and Jordan on the occasion of Arab Literacy Day are described in this article.

Divided into two parts, the article dealt in Part 1 with Syria's festivities marking Arab Literacy Day. An account is given of the celebration organized on January 8, 1977 by the General Women Association in Damascus and the speech delivered on this occasion by the Ministry of Culture and National Guidance Director of Literacy. In her speech, the Director outlined the new Arab strategy for wiping out illiteracy and reviewed the efforts exerted in this

direction by the Ministry of Culture and National Guidance and the Syrian Women Association. She also explained the aims of the Experimental Scheme for Developing Syria's Industrial Sector within the framework of an overall confrontation of the problem of illiteracy.

Part 2 is devoted to the celebrations and special programmes organized by the Jordanian Ministry of Education and Charitable Societies on the occasion of Arab Literacy Day. A review is made of a Bulletin issued on this occasion by the Ministry of Education. The Bulletin indicates how the problem of illiteracy reflects on the Arab society and stressed the need for an Arab strategy aimed at wiping out illiteracy. Following an indication of the percentage of pupils under compulsory age who are actually enrolled in primary schools, the Bulletin showed how this low percentage accounts for the high number of illiterates in the Arab Homeland. A further review is made of the percentage of students registered in literacy classes as compared to the number of illiterates in Arab Countries and to the percentage of those proving successful in literacy classes. The Bulletin ended with a review of the problems encountered in literacy programmes, showing how they may be overcome.

Conferences
The Sudan

91. 'Osman, 'Osman 'Abdul Rahman, "Recommendations and Resolutions of the Deliberating Conference on the Eradication of Illiteracy", (Tawsiyaat Wa-Qararaat Al-Muatamar Al-Tadawuli Li-Mahwu Al-Ummiyyah), Khartoum, September 1976, "Ta'leem Al-Jamaheer"(Mass Education), Cairo, 14th Year, Issue No. 8, (January 1977), pp. 159 - 163.

Reporting on the deliberations of the above Conference, the writer explained the circumstances which warranted its conclusion and described the role played in its discussions by the Central Agency for the Eradication of Illiteracy and Adult Education and the Secretariat-General of the Sudanese Socialist Union.

Reviewing some of the major topics discussed in the Conference and eventually adopted in the form of recommendations, the writer mentioned the role of the political party as leader in the campaign against illiteracy giving the justifications for such leadership and the collaboration between the foregoing Central Agency and the National Council for the Eradication of Illiteracy in putting into effect the legislation promulgated in 1972 for wiping illiteracy.

In his report, the writer mentioned the fundamental prerequisites for the formulation of a national plan aimed at fighting illiteracy. In this connection, he mentioned the role of popular and governmental efforts and foreign subsidies in financing this plan.

Concluding his article, the writer said that the legislation issued in 1972 for wiping out illiteracy has been effective in generating interest in eradicating this problem on all levels, national and local, thanks to its provisions on decentralization.

The Sudan

92. "Deliberation Conference on the Eradication of Illiteracy", (Al-Muatamar Al-Tadawuli Li-Mahaw Al-Ummiyyah), "Al-Tawtheeq Al-Tarbawi",(Educational Documentation Magazine), The Sudan, 10th Year, Issue No. 40, (March 1977), pp. 90 - 92.

The article began with a review of the causes justifying the convocation of this Conference and gave an enumeration of the bodies and organizations which took part in it, showing the Conference's significance and role in unifying all machineries engaged in the fight against illiteracy in The Sudan.

An account was then given of the speeches delivered by the Minister of Education, The United Nations Representative in the Sudan, the Director of the Central Agency for the Eradication of Illiteracy and Functional Education, the President of the National Council for the Eradication of Illiteracy and Functional Education for Adults and the Secretary-General of The Sudanese Socialist Union.

The article ended with a review of the recommendations adopted by the Conference on the establishment of a Sudanese Association for Adult Education, explaining the role of this Association in instituting contacts with international and regional organizations and in compiling and classifying data on literacy campaigns at all levels (i.e. local, regional and international). A recommendation calls for the transformation of the Ministry of Education's Administration of Adult Education into a full-fledged Department for the consolidation of the over-all national campaign against illiteracy.

Curricula
Iraq

93. Al-Munshi, Anisah Mohamed Hassan, "Curricula and Text Books Needed for Achieving the Aims of the Over-all National Campaign against Illiteracy", (Al-Manahij Wal-Kutub Al-Dirasiyyah Al-Lazimah Li-Tahqeeq Al-Hamlah Al-Wataniyyah Al-Shamilah Li-Mahwu Al-Ummiyyah), By Anisah Mohamed Hassan Al-Munshi and Ibrahim Khalil Shehab, "Educational Research", (Al-Bahth Al-Tarbawi), Iraq, 3rd Year, Issue No. 4, (June 1977), pp. 8 - 10.

Following an introduction containing a summary of the subject-matter elaborated in this article, the writers made a review of the general features of literacy curricula in Iraq, emphasizing that all curricula should embody the State's philosophy and be identified with such philosophy. Curricula should also take into account the stages of development and should be diversified and integrative at the same time.

Talking on the most important characteristics of teachers of illiterates, the writers said a teacher should be thoroughly familiar not only with the method he uses in teaching but also with all other methods employed in the functional eradication of illiteracy and should, in addition, bear in mind the aims sought from the literacy campaign. The writers also explained the basic criteria for selecting the text books used in the campaign against functional illiteracy.

Ending their article, the writers advanced some suggestions and criteria for developing text books used in literacy centers.

94. "Curricula and Text Books Intended for Illiterates in Iraq", (Al-Manahij Wal-Kutub Al-Dirasiyyah Lil-Ummiyeen Fil-'Iraq), Planning Department, Directorate-General for Educational Planning, Ministry of Education, "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No, 17, (1977), pp. 71 - 72.

A survey is made in this article of the pertinent facts about the text books currently used in fighting illiteracy in Iraq, together with an evaluation of these books and an indication of the need for preparing a guide to literacy instructors.

Dealing with text books used in the national campaign against illiteracy, the writer underlined the type of skills, these books should attempt to develop in students. On reading and writing, the writer stressed that any concepts contained in reading and writing text books should conform to the aims and philosophy of the Iraqi Revolution.

The writer went on to review the stages involved in learning how to read and write, mentioning the methods used both in teaching and in learning how to read and write.

Other subjects dealt with in this survey include plans for developing reading and writing skills and review of the contents, methods of exposition and vocabulary of literacy text books.

Organizations And Institutions
Iraq

95. 'Abdul Muttalib, 'Ali, "The Institute of Basic Education and its Role in Developing Literacy Personnel", (Ma'had Al-Tarbiyah Al-Asasiyyah Wa- Dawruhu fi I'dad Kawadir Mahaw Al-Ummiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No. 17, (1977), pp. 74 - 75.

In a historical review of the Institute of Basic Education since its establishment in 1956, the writer mentioned the developments through which it has passed and the different functions and tasks assigned to it.

Turning to the concept of training, the writer explained its meaning, indicated its significance and reviewed its philosophy and its general and specific aims. After explaining the Institute's system of administration, supervision and evaluation, the writer dealt with the preparation and development of adult education instructors and defined his role in the teaching process.

The writer went on to review the Institute's ambitious plans for the future and its role in training and development, mentioning in this respect the aims sought by the Institute and the various methods for achieving these aims.

Concluding his article, the writer pointed to the mistakes committed in fighting illiteracy in Iraq, saying these mistakes should be promptly rectified and quoting paragraphs to that effect from the report of the 8th Conference of Al-Ba'ath Arab Socialist Party.

Planning
Arab Countries

96. Nofal, Mohamed Nabil, "Eradication of Illiteracy and National Development Plans", (Mahwu Al-Ummiyyah Wa-Khutat Al-Tanmiyah Al-Qawmiyyah), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No. 17, (1977), pp. 50 - 52.

As an introduction to his article, the writer reviewed the theories of the 1940's and early 1950's which underlined the economic factor and held it to be a factor of capital import .

Moving to the modern concept of the economic development of education which purports that education is an investment operation, the writer cited examples of the research work undertaken on the economic value of education and mentioned some of the conclusions reached in this respect.

Dealing with the economic development, education and illiteracy in the Arab Homeland , the writer mentioned the obvious shortage in the qualified manpower needed for carrying out economic and social development projects and reviewed the different rates of illiteracy in Arab Countries, specifically in Iraq.. Any attempt to fight illiteracy should depend on sound educational concepts purporting development of teaching skills and reliance on the students' own efforts, the writer added.

He went on to explain how sources of illiteracy could be sealed off and mentioned the various methods for reaching that end.

Talking on the organiztion of literacy efforts, the writer emphasized that close cooperation and coordination should be maintained between the efforts exerted by major popular organizations and those of official institutions, saying that all machineries employed in this campaign should be developed, training opportunities should be provided, problems of planning should be diagnosed, qualitative and quantitative goals should be set, priorities should be determined and schedules should be defined. He then added that great attention should be given to execution, follow-up and evaluation until the over-all nation-wide campaign against illiteracy had attained its goals.

Iraq

97. Shalabi, El-Sa'id El-Sayed, "Time Table for Implementing the Programme of Fighting Illiteracy in Iraq", (Al-Jadwalah Al-Zamaniyyah Li-Tanfeez Burnamij Mahw Al-Ummiyyah Bil-'Iraq), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 5th Year, Issue No. 17, (1977), pp. 68 - 69.

In his introduction, the writer stressed the importance of planning on a stage-by-stage basis for the success of any projects or major strategies. He also said that strategies should be re-evaluated and adjusted as the need arises. He, further, reviewed the aims of literacy programmes and emphasized the need for laying down a time table for implementing an following up the programme of fighting illiteracy in Iraq, pointing out the necessary elements involved.

The writer went on to list the kinds of studies required for the drawing up o a time-table for the programme of fighting illiteracy, indicating the importance of such studies in determining the variables and elements contained in the literacy plan in respect of which a fixed time-table is to be worked out.

He then mentioned the variables concerning students and possibilities and the methods and priorities of implementation, explaining the different stages through which the implementatinn programme passes.

In his conclusion, the writer reviewed the results obtained from his research, then advanced some recommendations calling for the undertaking of field studies and the determination of the available human and technical possibilities available, stressing the importance of research and follow-up in this field.

Strategy of
Arab Countries

98. "Towards a Proposed Future Arab Strategy for Facing the Problem of Illiteracy in Arab Countries", (Nahw Istratijiyyah 'Arabiyyah Muqtarahah Li-Muwajahat Mushkilat Al-Ummiyyah Mustaqbalan fil-Bilad Al-'Arabiyyah), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 4th Year, Issue No. 9, (May 1977), pp. 87- 91.

Following an introduction on the dangers to the Arab Homeland inherent in illiteracy and a review of the causes which led to the aggravation of these dangers, the writer explained the proposed strategy for emancipating Arab Man from illiteracy and expounded on the aims of this strategy.

Describing the stages for attaining these aims, the writer mentioned in particular three stages, namely, the preparation stage which ended in 1977/78, the execution stage which extends from 1979 to 1986 and the liquidation stages scheduled for 1987 through 1996. After enumerating the principles and trends involved in the proposed strategy, the writer explained the practical measures for putting these principles and trends into effect.

Practical measures include: the realization of the national character in any Arab action in fighting illiteracy, the enforcement of compulsory education in the primary stage, the integration of scholastic and non-scholastic education, the mobilization of popular endeavour in the war against illiteracy, the adoption of proper scientific methods in facing the problem and the exploitation of all material, social and moral incentives in the over-all confrontation campaign against illiteracy.

In conclusion, the writer reviewed the measures for insuring continuous follow-up and evaluation of all stages, steps and targets.

Text Books
Iraq

99. Rashad, Riad, "Analysis of the Subjects Contained in the Text Books of Functional Eradication of Illiteracy for Workmen ", (Tahleel Mufradat Kitab Mahwu Al-Ummiyyah Al-Wazifi Lil-'Ummal), by Riad Rashad, Su'da Laftah Musa and Siham Kandarian, "Educational Research", (Al-Bahth Al-Tarbawi), Iraq, 3rd Year, Issue No. 4, (June 1977), pp. 10 - 11.

After indicating that illiteracy reflects on the development and progress of developing countries and emphasizing the need for wiping out this scourage, the writers pointed to the efforts which should be exerted in this respect and listed the recommendations adopted by the Eighth National Conference of Al-Bahth Arab Socialist Party in Iraq for the eradication of illiteracy.

The writers went on to indicate the importance of text books both to instructors and to students then analysed the contents of the text book used in the first stage of functional eradication of illiteracy for workmen.. The aims of the analysis and the steps taken in undertaking it were explained by the writers.

In conclusion, the writers reviewed the results obtained from their analysis, starting with a general description of the book, followed by a review of its contents and ending with an indication of the indispensible points overlooked by the authors.

ENGLISH LANGUAGE TEACHERS
Training
Kuwait

100. Haggag, 'Ali Hussain, "Academic and Practical Content of English Language Training Sessions", (Al-Muhtawa Al-'Ilmi Wal-'Amali Lil-Dawraat Al-Tadribiyyah fi Maddat Al-Lughah Al-Injliziyyah), "Dirasaat Tarbawiyyah", (Educational Research", Kuwait, Issue No. 12, (June 1977), pp. 8 - 12.

Commenting on the training sessions organized by the Ministry of Education for teachers of English in Kuwait, the writer mentioned their duration, the academic level for which they qualify and the theoretical and practical content of the training sessions, both the short and the long sessions.

By virtue of a questionnaire distributed among teachers and trainees taking part in these sessions, the writer was able to discern the various views expressed as to the fruitfulness of these sessions.

The writer went on to report on the advanced sessions of training, saying that teachers receive training on teaching methods, phonetics, modern English grammar and similar subjects. These advanced sessions are intended for teachers wishing to obtain their M.A. or diploma in the methods of teaching English. Again, the writer described the theoretical and practical content of these seesions, adding that students are expected to show continuous progress and the sessions themselves should continue to improve.

EXAMINATIONS
Iraq

101. Al-Dagheri, Fakher, "Oral Examinations; Aim, Content and Actual Condition", (Al-Imtihanaat Al-Shafawiyyah; Al-Hadaf, Al-Madmun, Al-Waqi'), "Al-'Iraq" newspaper, Issue No. 364, (May 7, 1977).

At the beginning of his article, the writer mentioned to what extent oral examinations have become a popular practice in Iraqi schools and enumerated the subjects in which oral examinations are required, mentioning the grades set for each subject.